

# THE AMERICAN

# School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

UNIVERSITY  
OF MICHIGAN

ULT 27 1952

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READING ROOM

*large*

## In This Issue:

- ★ The Black-Robed School Board—*Tieszen*
- ★ Rights and Responsibilities of  
Citizens Under Our Constitution—*Exton*
- ★ What Is Satisfactory Educational Leadership?
- ★ Job-Classification Procedures  
for Noncertificated Personnel—*Roelfs*
- ★ Court Opinion Concerning  
School Board Operations—*Roach*



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# THE AMERICAN School Board Journal *A Periodical of School Administration*

*November,  
1952*

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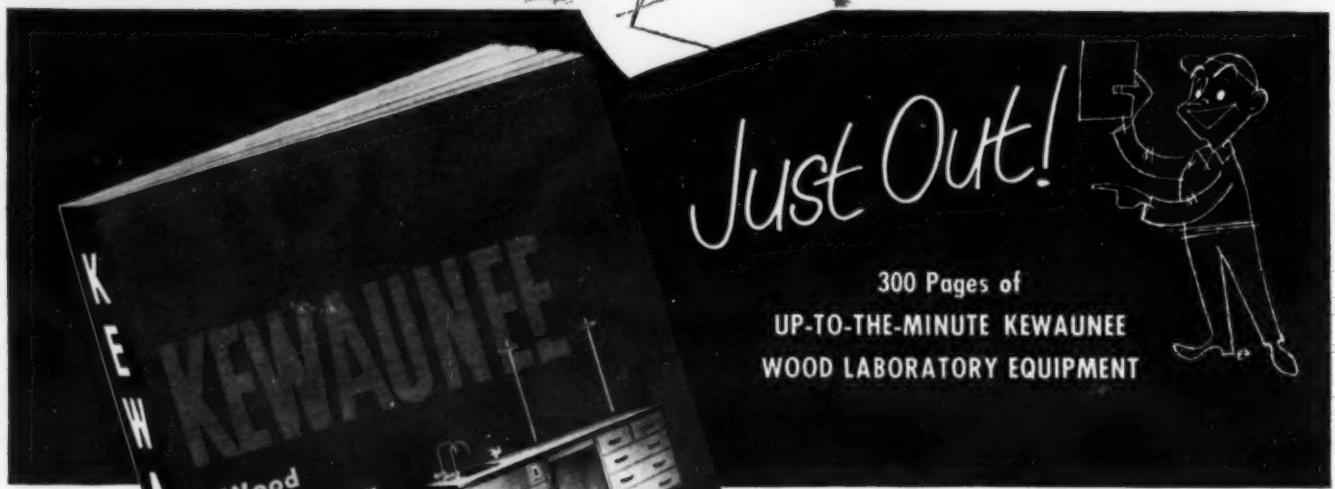
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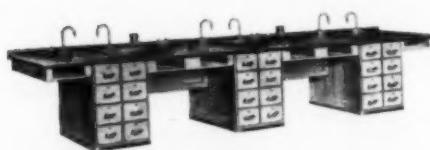


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# Current N.S.B.A. Concerns Which, in Turn, Concerns You

*Edward M. Tuttle*

An attempt is made this month to bring readers up to date on a number of important but rather unrelated matters with which the National School Boards Association is actively concerned. These include a glance ahead at the school construction situation which we have not mentioned in some time; publication of a descriptive folder on the N.S.B.A.; plans for a motion picture on school board activities; joint sponsorship with the American Association of School Administrators of a recent pamphlet on "What to Pay Your Superintendent?"; launching of the National Council for Accreditation of Teacher Education this month; and a "declaration of independence" for the record.

## Steel for Schools — A Look Ahead

A year ago now, the National School Boards Association was in the thick of the fight to secure increased quarterly allocations of steel and other critical materials for schoolhouse construction. In co-operation with other members of the National Council for Mobilization of Education (MOE), the N.S.B.A. appeared before a Congressional hearing in October, 1951, and strove by every possible means to focus attention on the needs of education which were receiving scant consideration. By spring of 1952, the situation had been markedly improved and it appeared that essential requirements would all be met.

Then came the prolonged strike of the steel workers with its disastrous interruption of steel production. A recent bulletin from the co-ordinator for MOE, James L. McCaskill, summarizes the current situation and the outlook for 1952-53. Following are excerpts from this bulletin:

"The recent strike cost the country some 20 million tons of steel — nearly a fourth of one year's total output — and despite the industry's rapid comeback, it will be many months before high-level production can rebuild the huge losses of the summer. The delayed reaction of the strike will hit supplies of structural steel hardest in the first quarter of 1953, limiting deliveries for educational construction to about 109,000 tons, only 70 per cent of 1952's third quarterly allotment.

"This curtailment, combined with a 20 per cent cut during Quarter IV of 1952,

may sharply reduce the amount of school construction which can begin in late 1952 and early 1953. The final effect probably will be felt even more strongly in the fall of 1953 when record numbers of school children may have to be jammed in double-shifts into overcrowded buildings or left unsheltered altogether.

"To help alleviate the situation, the Defense Production Administration has extended the validity of order 'tickets' for steel two months beyond the end of the remaining quarters of 1952, giving consumers until November 30, 1952, to claim third quarter steel, and until February 28, 1953, for fourth quarter orders.

"The first three months of 1953 will be the crucial period for obtaining structural

and related steel for school construction purposes. And it is during those months that most school construction must begin or continue in process if it is to be completed in the fall.

"During the second quarter of 1953, DPA planners feel that all types of steel will be in adequate supply again, and that allocations can be liberally increased. . . . DPA plans to follow the steel mill situation closely, and in the event of any change in factors affecting the steel situation, due consideration will be given to the needs for educational construction.

*"School officials who are planning to start construction during the first quarter of 1953 should submit their 4C applications for authority to commence school construction and allotment of materials to the U. S. Office of Education at the earliest possible moment,"* so that the Office may have in hand the firm applications as the basis of appeal for additional materials for school construction if the supply situation improves."

In discussing the situation recently with the heads of the Division of Civilian Requirements in the U. S. Office of Education, the writer learned that they are in a favorable position as regards the handling of applications for construction permits. It is expected that all applications in hand for essential construction will be cleared during the fourth quarter of 1952, and that thereafter the Office, acting as the Claimant Agency for educational construction, will be able to process all applications which are in line for approval as they are received.

Another consideration is the fact that when the proposed increase in self-authorization by local boards goes into effect, the number of applications having to go through the U. S. Office will be greatly reduced. You may recall that such a plan was announced last April to go into effect July 1, but this was rescinded on account of the strike. It is now planned to adopt an even more liberal basis for self-authorization to go into effect May 1, 1953. This will permit boards to proceed without DPA "tickets" with construction using up to 25 tons of steel, 5000 pounds of copper, and 4000 pounds of aluminum per project per quarter. More-

(Continued on page 8)

# Engineer Adams gives his



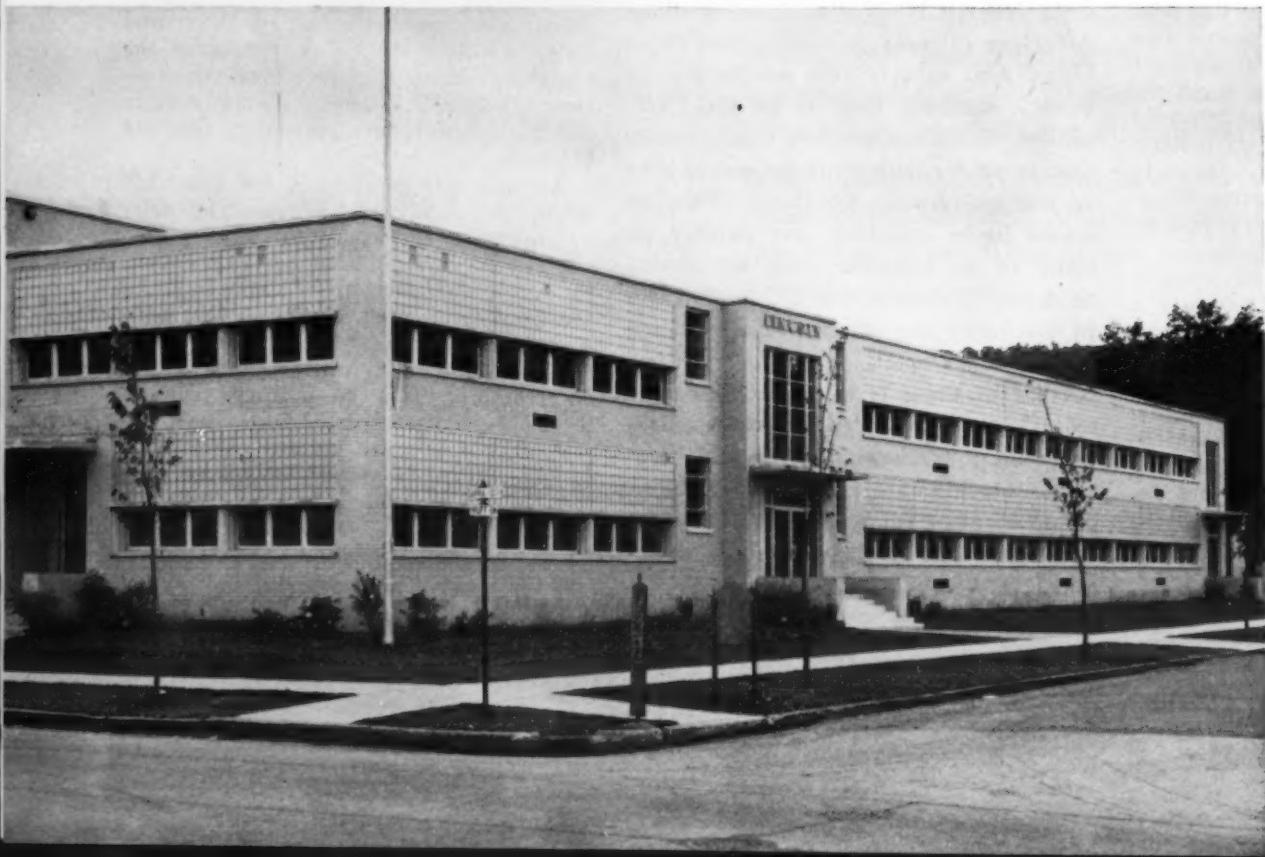
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If you haven't seen the new Herman Nelson movie, "Design for Learning", you'll enjoy its entertaining presentation of the planning of modern school. To arrange for showing of this picture right in your own office, phone the local Herman Nelson representative or write to our home office.

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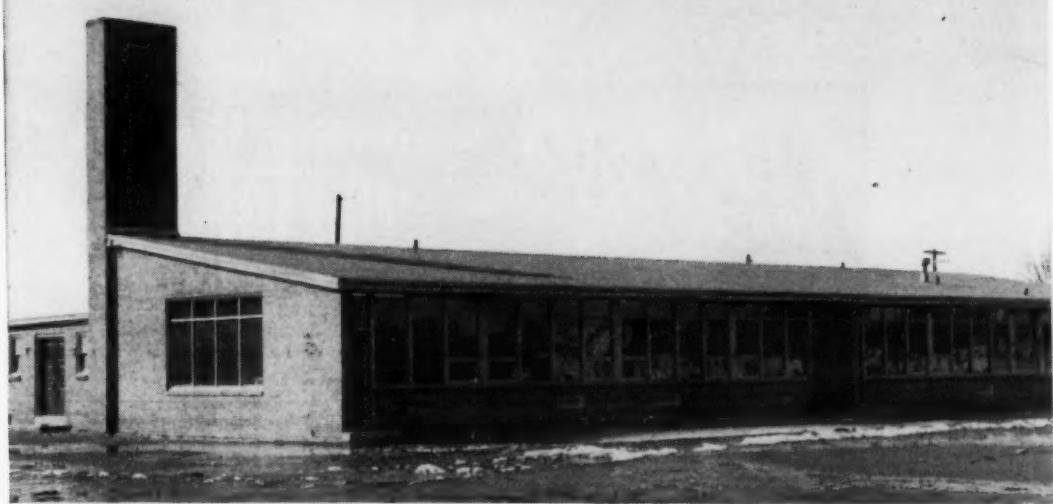
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# This angle...

And here's something else, Mr. Adams! DRAFT|STOP traps cold air downdraft created by large window areas before the cold air can rush across the floor. Children are no longer harassed by cold ankles and shoulders. Today, more and more schools are experiencing this new adventure in air handling, there is less discomfort due to drafts—not to mention a better environment for learning.

If you are concerned with a new school project or a school modernization program, follow the advice of consulting engineers, architects, teachers and administrators everywhere—specify Herman Nelson DRAFT|STOP. You'll be in good company! For further information, write Dept. AJ-11, Herman Nelson Division, American Air Filter Company, Inc., Melone, Illinois.

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Beltsville Elementary School Beltsville, Maryland	Pleasant View School Canton, Ohio
Henry Grew School Hyde Park, Mass.	St. John's Parochial School Bellefonte, Penna.
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Lincoln School Pierre, South Dakota	McKinley School Wauwatosa, Wisconsin



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**Lincoln School, Menominee, Michigan.** Kindergarten classroom shown above. Architect, Harry W. Gjelsteen; Consulting Engineer, Louis Resnick; Superintendent of Schools, M. W. Robinson.

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#### All Aboard — N.S.B.A.

(Continued from page 5)

over, to avoid delays and to permit such construction to start promptly after April 1, boards will be permitted to place orders on this basis during the first quarter of 1953 for delivery at the beginning of the second quarter.

At this writing, official notice of adoption of this self-authorization proposal has not been received, but is expected any day and, barring some unforeseen circumstance, should be official by the time you read this statement.

In a word, then, it appears that the tedious process of securing permits for school construction will soon be greatly reduced, but this by no means guarantees that districts will have the school facilities they need in time to prevent drastic shortages in many areas as enrollments continue to mount in the elementary grades. Boards of education are urged to redouble their efforts to anticipate needs well in advance, to secure community approval of the necessary financing, to acquire the needed sites, to have plans prepared, and to begin construction with a minimum of delay. When school facilities are inadequate, it is the children who suffer.

#### N.S.B.A. Folder Issued

For the first time, the National School Boards Association now has available an attractive eight-page, envelope-size folder describing its organization and activities. Publication was made possible when many of the state association agreed to purchase copies for distribution to local boards and board members. Prices quoted are \$4.50 per 100 copies or \$37.50 per 1000 copies. Advance orders were received for over 10,000 copies and others have come in since the appearance of the folder early in October. Single copies may be obtained by writing N.S.B.A. headquarters, 450 East Ohio Street, Chicago 11, Ill.

#### Motion Picture on School Boards

At the invitation of the W. W. Kellogg Foundation, the National School Boards Association has agreed to co-operate in sponsoring a motion picture which will deal with the organization and functioning of school boards. It is intended that the film shall be of interest and help not only to board members themselves, but also to all citizens who are concerned with public education by virtue of being parents and/or taxpayers.

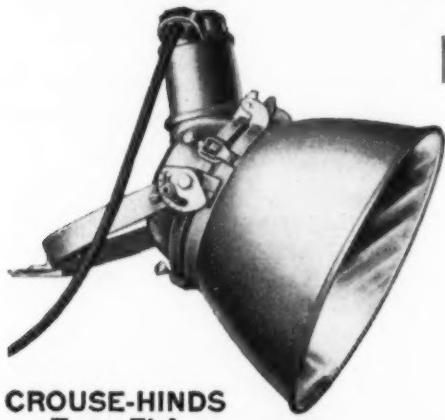
The Kellogg Foundation will bear the expense of the original production of the film. The N.S.B.A. will become the promotion agency for the widest possible use of the film once it is out. The actual distribution of the film will be handled through established film centers of which

(Continued on page 10)

# Night games "pack 'em in" everywhere

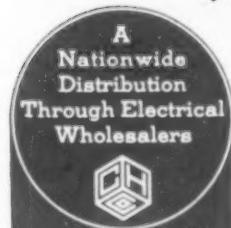


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## All Aboard — N.S.B.A.

(Continued from page 8)

there are about 400 in the United States at this time.

Plans are still in their initial stages, but a committee of board members representing the N.S.B.A. held a first meeting with the educational director of the Foundation on September 27, and approved a general plan for the picture which will permit the preparation of a script by professional writers. At a second meeting of the committee, early in November, detailed study of the script will be undertaken. It is fully

agreed by both parties that the film will not be made at all if it cannot be made right, and that the committee of the N.S.B.A. must be satisfied at every stage of the planning and development of the project.

Members of the committee, which acts without a chairman in an advisory capacity to the Foundation, are Raymond D. Baldwin, president, board of education, Toledo, Ohio; Philip O. Gentry, president, board of education, Glen Ellyn, Ill.; Donald D. Hall, president, board of education, Midland, Mich.; Mrs. H. M. Mulberry, member, board of education, Chicago, Ill., O. H. Roberts, Jr., president, board of

education, Evansville, Ind.; and, ex officio, Edward M. Tuttle, executive secretary, N.S.B.A.

### "What to Pay Your Superintendent?"

Within the month, a 24-page pamphlet under the above title has been issued by the American Association of School Administrators as the latest addition to the series which it has been publishing for several years. Like several of the others, the new pamphlet is sponsored jointly by the A.A.S.A. and the National School Boards Association. In his Foreword, N.S.B.A. President, F. H. Trotter, has this to say:

"Since the salaries paid to school superintendents are a matter of contractual agreement between school boards and their administrators, it seems entirely fitting that the national associations of these two groups should co-operate in setting forth some of the guiding principles which properly enter into salary determination."

"The members of the executive committee of the National School Boards Association have been glad to examine the manuscript for this booklet in its various stages of preparation, and by a large majority have approved joint sponsorship of its publication. It is our belief that 'What To Pay Your Superintendent?' can do no harm and may do much good in promoting mutually satisfactory agreements. We recommend its study by boards of education and the adaptation of the principles set forth to each local situation."

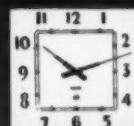
Single copies of this pamphlet may be obtained from the American Association of School Administrators, 1201 Sixteenth St., N.W., Washington 6, D.C., for 25 cents each. Discounts are obtainable on quantity orders.

### Council for Accreditation of Teacher Education to Organize — N.S.B.A. Will Participate

Friday, Saturday, and Sunday, November 14-16, have been designated for a meeting officially to organize the long-planned National Council for Accreditation of Teacher Education.

Readers are familiar with the fact that this Council of 21 members is to be composed of representatives of five major organizations: The American Association of Colleges for Teacher Education (6); the National Commission on Teacher Education and Professional Standards of the NEA (6); the National Council of Chief State School Officers (3); the National Association of State Directors of Teacher Education and Certification (3); and the National School Boards Association (3).

The organizational meeting will be held in Washington, D.C., but it is anticipated that subsequent meetings of the Council will be convened in a more central loca-



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(Concluded on page 88)

NOVEMBER . . . 1952

Growing Influence of —

# THE BLACK-ROBED SCHOOL BOARD\*

D. W. Tieszen, Ed.D.\*\*

That the federal government shall not control public education is a shibboleth dear to the heart of every school man. These latter-day Ephraimites who might wish to centralize power over public education in Washington are immediately beset by a host of Gileadites who smite them right and left. In the many recent battles over federal aid to education, both camps have waved high banners calling for separation of federal power and the power over schools. All attempts by the federal government, or by the Congress to increase federal control over education are scanned critically and with hostility. Americans are well agreed that they do not want federal control over the local schools.

Nevertheless, federal control over public education is becoming an increasing reality. The prophets of the new order wear the black robes of justice. They represent the Supreme Court of the United States.

## Appeals More Frequent

The Supreme Court is not particularly anxious to play this role. Indeed, the justices themselves protest most vigorously against the seemingly inexorable chain of events which is forcing them to become what they themselves have termed a "Super School Board." And as for the schools — what is their reaction to all this? Perhaps it is best described by a reference to Byron's *Julia*, who "whispering she would ne'er consent — consented."

From 1789-1914 there were only seven

\*Based on findings in the author's doctoral dissertation, "The Influence of the Courts in Changing the Educational Pattern," University of Wyoming, Laramie.

\*\*Principal, Senior High School, Watertown, S. Dak.

United States Supreme Court decisions relating to education — and of these seven during a period of 125 years of our history only two actually involved public elementary or secondary education. In the period from 1915 to the present — only a third as long in years as the first period — there have been 24 United States Supreme Court decisions pertaining to public education.

The "Super-Board of Education" is being called upon to decide problems of pupil admission, matters affecting the program of studies, textbooks, school transportation, and teachers. The new role of the United States Supreme Court is due largely to broadened beliefs by members of that court as to the meaning and scope of the Fourteenth Amendment of the United States Constitution. There has been a recent tendency to interpret this amend-

ment in terms of civil liberties. Since public education affects many areas of personal rights, the federal courts have taken jurisdiction over school cases in increasing number. The application of the Fourteenth Amendment to the First Amendment, and the possible broadening of even that concept, constitutes "erosion" by judicial processes of the powers of state government. In some respects this has not been without its blessings. The federal courts, on occasion, have done much for the rights and liberties of minorities who seemingly could not obtain impartial consideration in state courts. The troublesome question remains, however, as to whether the price being paid for these gains is the surrender to federal authority of the power over schools. Armed with the "due process" clause of the federal constitution, the federal courts have made their opinions a factor in every schoolroom in the land. That this School Board — this Super School Board — should be garbed in the black robes of the United States Supreme Court lessens the implications of all this not a whit. Already many decisions of school policy which should be made at the local or state level are weighed carefully in the light of what the Supreme Court might say.

## The "Due Process" Clause

The Fourteenth Amendment it will be recalled was originally added to the Constitution in 1868 for the main purpose of insuring that the states would not deny the Negro certain rights guaranteed by the



Constitution. The "due process" clause of the Fourteenth Amendment was initially applied only as a restraint against improper procedure.<sup>1</sup> Berger has pointed out<sup>2</sup> that late in the nineteenth century the clause also came to be used to invalidate legislation on economic matters deemed "unreasonable." In the *Gitlow* case in 1925<sup>3</sup> the court began to bring the freedoms of the Bill of Rights under the protection of the "due process" clause of the Fourteenth Amendment. Berger goes on to point out that since 1937 the Supreme Court has placed much greater stress than formerly on civil liberties:

The Supreme Court since about 1937 has emphasized protection of civil rights. It is the application of its restraining power to this area instead of to property rights which distinguishes the present court from those before it, rather than a distinction in fundamental approach to the power of judicial review itself. In the realm of economic regulation the present court allows the federal and state governments considerably greater freedom than they have ever enjoyed, but in the realm of civil rights the Court is less willing to permit such freedoms to these governments.<sup>4</sup>

Since the *Gitlow* case in which the belief was first expressed that the Fourteenth Amendment applies to the First Amendment, the various freedoms of the First Amendment have been brought under "due process," the movement being completed in the *Everson* case in 1947.<sup>5</sup>

#### Indictment of Local People

What is the meaning of all this as far as public education is concerned? It means the Supreme Court of the United States has been thrust directly into the task of deciding public education policy in the United States. The job ahead appears stupendous. For example, the troublesome problem of "released time" for religious instruction has been twice passed upon by the United States Supreme Court. Yet a small part of the problem has been solved by these decisions. There will foreseeably follow a multitude of related cases as the black-robed "Super-Board of Education" strenuously endeavors to formulate policy for 90,000 school districts in America.

While all this may appear to be critical of the United States Supreme Court, actually it is an indictment of the American public. Both laymen and professional educators turn to the court with increasing frequency for the "answers" to problems concerning schools. No one would minimize civil liberties and the rights of minorities who have suffered discrimination to seek redress. One's emotions are necessarily mingled as one applauds the court for what it has done in the area of civil rights, yet looks with apprehension at the growing

#### United States Supreme Court Decisions Affecting Education

Years	No. of Decisions
1789-1814	0
1815-1839	1
1840-1864	2
1865-1889	1
1890-1914	3
1915-1939	12
1940-present (13 years)	12

shadow of federal courts over the public schools.

#### Are Problems Really Solved?

American public education will retain its flavor of local control only if local communities and individual states assume their proper responsibilities and success-

fully reconcile their differences within those areas. That belief is a will-o'-the-wisp that holds that the federal government through its courts can actually solve school problems. In the final analysis, the problems come right back home for solution within the newly defined legal framework. The much-deplored centralization in all functions of living, so much lamented by most citizens, is inexorably affecting the public schools. Regrettably this often takes place at the insistence of these same citizens who fear centralization.

It is a heady tonic — this new remedy of letting the United States Supreme Court solve our problems for us, but it is habit forming. It is a nostrum. The learned court can dispense no balm in Gilead. The great freedoms of the American public school must rise from the people — they should not need to be handed down as Supreme Court decisions.

## The Multistory Schoolhouse

C. Godfrey Poggi\*

In designing a school building, the architect is required to provide plans which will result in a structure that meets prevailing educational programs and instructional methods. It is the function of the architect to translate into classrooms and other instructional areas the curricular and instructional requirements which the professional schoolman and administrator present to him. By reason of his training and experience the architect is expected to point out avenues of economy in the design and equipment of a building, so as to prevent waste and ultimate economic failure.

It is a matter of professional satisfaction to the architect when he is entrusted with the planning of a school building which represents progressive ideas in the educational program and teaching methods, which is generously planned for the optimum use of every area, and which includes the use of modern materials of high quality and good appearance. In any situation the architect has to meet a further responsibility if he is to fully retain his professional integrity. It is distinctly his job to study the total situation — the educational program, the present and future economic ability of the school district, the tax situation, and the willingness of the taxpayers to support a broad plan of outlays for a building. Wherever the proposed school building project goes beyond the dictates of common sense and economy, it is the architect's duty to warn the school board against over enthusiasm and error.

Under many situations the one-story school building with the overlarge square classroom involves elements that are difficult to defend

as necessary or even desirable. This is true especially where there is a serious problem of financing to meet the cost of both the original construction of a school and in its operation and maintenance.

The one-story school building on a level 10-acre plot is ideal for a generous program of education. Such a building permits of many instructional activities not thought of as recently as a decade ago. The question which every board of education must answer is whether the school actually requires a one-story type of building and whether the community can meet the cost now and in the years ahead without stinting some part of the school cost, e.g., the teachers' salaries.

Especially in the North where winter weather is severe, it is necessary to ask whether all of the educational objectives of the school cannot be achieved quite well in a two-story building which, while it involves some stair climbing, can be built at a saving of as much as 20 to 30 per cent as against a one-story building. The higher building will occupy much less ground space, and especially in city situations it will afford more needed outdoor play space. An excellent reason for the multistory school is the fact that the original cost of the roof will be low and the future outlays for reroofing should not exceed one half the cost of a repair to the roof of a one-story building. In the writer's experience, the two-story building which is substantially built affords ultimate economy without interfering with a balanced school program.

\*Practicing architect, Elizabeth, N. J.

<sup>1</sup>*Munn vs. Illinois* 94 U.S. 113, 24 L.Ed. 77 (1877).

<sup>2</sup>"The Supreme Court and Group Discriminations Since 1937," *Columbia Law Review*, 49:201-230, Feb., 1949.

<sup>3</sup>*Gitlow vs. New York*, 268 U.S. 652, 45 S.Ct. 625, 69 L.Ed. 1138.

<sup>4</sup>Berger, *op. cit.*

<sup>5</sup>*Everson vs. Board of Education of Ewing Township*, 330 U.S. 1, 67 S.Ct. 504, 91 L.Ed. (adv. Op) 472.

# Rights and Responsibilities of Citizens Under Our Constitution *Elaine Exton*

"It is your job to make the ideals and principles of Americanism clear to our citizens, particularly to our young people, (since) the success of our institutions depends on a clear understanding of what our democracy is — what its foundations are — where it is strong and where it is weak," President Truman challenged representatives of some 600 public and private agencies in Washington for the Seventh National Conference on Citizenship.

"Under our Constitution, the Government of the United States belongs to all the people, and they govern this Nation through their elected representatives," he reminded. Emphasizing that "the success of free government depends upon the willingness of the citizens to participate in it, to contribute to it, and to sacrifice for it," he pointed out that "our national programs and policies are formed by the use of our freedoms — by the competition of ideas and proposals that originate in labor unions, farm and business groups, local governments, clubs and community organizations, and in the minds of individual citizens."

## Observing Citizenship Day

The occasion of the President's address was the nation's first observance of "Citizenship Day." Last winter Congress adopted legislation — House Resolution 314 — designating "the 17th day of September of each year as 'Citizenship Day' in commemoration of the formation and signing on September 17, 1787, of the Constitution of the United States and in recognition of all who, by coming of age or by naturalization have attained the status of citizenship." The resolution urges civil and educational authorities throughout the country to use this anniversary "for the full instruction of citizens in their responsibilities and opportunities as citizens of the United States and of the States and localities in which they reside."

Moreover, under the public law "Citizenship Day" replaces "I Am an American Day" which has been celebrated the third Sunday in May since 1940 and until this year has been the focal point for a three-day national conference on citizenship, cosponsored annually by the National Education Association and the U. S. Department of Justice since 1946.

## National Conference on Citizenship

In deference to this change the seventh in this series of civic conferences was held this year from September 17 through 19. Its objectives were: (1) to re-examine the functions and duties of American citizenship in today's world; (2) to assist in developing more dynamic procedures for making citizenship effective; (3) to indicate ways and means by which organiza-



tions can contribute concretely to the development of a more active and informed citizenry in our country.

## The Constitution and the Citizen

U. S. Attorney General James P. McGranery commenting on the appropriateness of the Conference theme — "The Constitution and the Citizen" — termed "each necessary to the other, and mutually dependent for continued survival"; stated "the correlative rights and duties of good citizenship flow from this sacred document and their proper observance constitute its truest safeguard."

In his keynote speech Justin Miller, chairman of the Board and General Counsel of the National Association of Radio and Television Broadcasters, described the Constitution as "a working document, just as is a law enacted by Congress, or a deed conveying a piece of land, or a contract to perform services, or a will disposing of property after death."

"Unless it is used, and made to work, the Constitution fails of its purpose . . . unless its true meaning and intent are

carried out, it is not being preserved, protected, supported, and defended," he asserted, maintaining that "if a person wants to make a real contribution to citizenship, he must know what the Constitution says and means, and he must do something about it." "What are we supposed to accomplish under the Constitution?" he asked: "How do we go about carrying out its blueprints and its specifications? What can the organizations of which we are members do to stimulate the imagination and enthusiasm of others — particularly young people — to ask themselves these questions — and work out for themselves the answers to them?"

## Rights of American Citizenship

"The Constitution defines and creates (in Article XIV, Section 1<sup>1</sup>) what we loosely call an American citizen," the Honorable John C. Bell, Jr., Justice of the Supreme Court of Pennsylvania, told delegates: "But it does far more than that — it devised and established a marvelous framework of government in terms sufficiently broad and elastic to fit any age; it guarantees a Republican form of Government; and equally important, it reaffirms and preserves certain basic fundamental unalienable Liberties which have enabled a small struggling nation to become in the short space of 150 years the greatest and most prosperous nation in the world."

"The best known parts of the Constitution are the first ten Amendments, called the Bill of Rights, because they secured to every American citizen and to our posterity 'the blessings of Liberty,'" he continued, saying: "The most important of these unalienable Constitutional rights are embodied in the word 'Freedom' — Freedom of Religion, Freedom of Speech and of the Press, Freedom of Assembly, Freedom from unreasonable searches and seizures, and Freedom from any law or official act which would deprive a citizen

<sup>1</sup>*The Constitution of the United States, Article XIV, Section 1:* "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny any person within its jurisdiction the equal protection of the laws."

of life, liberty or property without due process of law. . . . You cannot study this wonderful framework of Government and the God-given rights enumerated therein without being impressed with the fact that the bedrock of the Constitution and of our American way of life is Liberty."

### Responsibilities of Citizens

During the conference 18 discussion groups, each made up of approximately 30 members, afforded delegates an opportunity to express their viewpoints on problems arising from the exercise of the rights and responsibilities of American citizenship that affect their communities and the general welfare of the nation.

In summarizing the reports from these meetings at the closing session of the gathering, Dr. John H. Haefner, associate professor of Social Studies Education at the State University of Iowa, cited the following obligations of citizenship as among those receiving frequent mention:

1. To vote — regularly, and intelligently, and in the primary as well as the general elections.
2. To follow up on voting by holding the elected officials responsible for their actions and conduct.
3. To obey the duly enacted laws of the land even though individual pieces of legislation may not coincide with your convictions.
4. To pay taxes with good grace, and to seek information about the disposition of taxes in order to hold elected officials responsible for the wise use of them.
5. To support your country in (the event of) armed conflict; if need be even giving your life for it.
6. To oppose the activities of subversive persons and organizations, without, however, subverting our own liberties vouchsafed us by the Constitution.
7. To put public interest ahead of private advancement.
8. To speak out — even at considerable cost to the individual — in support of the rights of others.
9. To define rights and responsibilities in terms meaningful to the individual, and to develop a program of action for meeting the problems involved.
10. To join with others in "making the Constitution live," that is, by insisting upon a constructive approach which emphasizes the contributions which all (loyal) individuals and groups are capable of making toward better citizenship.

### Internal Dangers to Our Free Government

Spotlighting lack of knowledge and lack of civic responsibility — ignorance and apathy and perversions of the truth — as among the greatest dangers to free government in this country at the present time, President Truman in his remarks to the Conference urged all citizens to help overcome them. He defined these dangers threatening our democracy from within in these words:

### Ignorance of Our Institutions

Thirty-five per cent of the people who voted in 1948 did not know that each State has two Senators. One public opinion poll showed that fifty

per cent of the people do not even know who their own Congressman is. A survey in one of our great cities in 1950 showed that seventy-five per cent of the people did not know the name of any Congressional candidate on any ticket. This is the kind of ignorance we must stamp out if our way of life is to be secure.

### Apathy or Indifference

The extent to which our citizens ignore the right to vote is appalling. In 1950, only 44 per cent of our eligible voters went to the polls — less than half of our eligible citizens exercised one of the most treasured rights on earth. . . . The percentage of voters is higher in England, France, and most other democratic countries. . . . Americans should realize that their welfare, and the future welfare of this country depend on the President they elect and the kind of men they send to Congress. . . . The point of voting is to exercise an intelligent choice. This means that every citizen must try to inform himself on the great problems of the day, to get the facts and debate them.

### Use of the Big Lie as a Political Weapon

The Big Lie is a tool used by Hitler and Stalin, and it is just as Un-American as they are. . . . The technique of the Big Lie consists of two things. It consists first of making a charge against one's opponents which is frightening and horrible and so extreme that nobody could believe that a decent person would make it if it were not true. The second part of the Big Lie technique is to keep repeating the lie over and over again, ignoring all proof to the contrary.

The Big Lie technique is immoral and subversive. It is not a weapon which a democratic society can afford to use. It violates the rules of the political game which underlie our constitutional form of government. It violates them in just the same way that riot and revolution violate them. We have no place for this sort of thing in America. If we permit its use, our constitutional form of government can be destroyed. . . . Unfortunately, there is a tendency in this country today to resort to the use of the Big Lie in order to reap personal or partisan advantage.

### The School's Role

In her address of welcome Mrs. Sarah G. Caldwell, president of the National Education Association and teacher in the public schools of Akron, Ohio, stressed that men and women must be prepared for effective citizenship and called "our nation's schools a vital avenue of this preparation," commenting: "No other institution is in a better position to develop to a maximum the human capabilities within our land. No other institution is in a better position to prepare an oncoming group of loyal, intelligent, healthy youth — young Americans who will gradually take their place as adults capable and willing to do those things that contribute most to safeguard our way of life."

"The public school holds this unique position," she explained: "Because it is an integral part of the structure of our society. It is everywhere — in city, town, and village; on the open prairies; perched on mountain sides. It belongs to the people. Its doors are open to all of the children of all the people. Children come from every walk of life — more than thirty millions of them. They represent every type of home. They bespeak a wide variety of economic, social, religious, and cultural backgrounds. They come to learn."

### Specific School Activities

In covering the Conference one heard persons from many facets of American life voice opinions on the methods and procedures schools might use to improve citizenship.

A lawyer made the point "there is no reason why instruction in the meaning of the Constitution could not begin in the grammar grades and proceed with increasing comprehensiveness through the secondary schools and colleges." There was general agreement that education for citizenship should be a part of life from the cradle to the grave; that all students should be taught to know and value their country's history and contribute to its ongoing traditions.

As one educator put it "every teacher is a teacher of citizenship not only by example but by extracting values of citizenship from the subject that he teaches." He saw a need for more in-service courses in citizenship education for teachers. The representative of a service organization took the stand that a gap exists between school and community activities that must be bridged. He believed that teachers should know the people who are "living citizenship" in their community.

Dr. William S. Vincent, executive officer of the Citizenship Education Project of Teachers College, Columbia University, praised the "laboratory" approach to preparing young people to be good citizens, saying: "You can't make good citizens simply by reading and talking about it. If citizenship is to be an active thing, it must be taught through action. It is what the



citizen does with what he knows and thinks that counts."

The discussions of the panel of youths and adults he chairmanned brought out many practical suggestions for using school and community situations to provide actual experience in public affairs. These ranged from holding mock political conventions to serving as student interns in public institutions, included such stratagems as Get-Out-the-Vote parades, visiting voting booths at election time, acting as real public officials for a day, attending meetings of local civic organizations to obtain a sense of their community service.

A girl from Carlsbad, N. Mex., related how the student council of her high school, consisting of five representatives from each grade and four officers, meets daily as a class in Problems of American Democracy which alternates five hours of laboratory work with five hours of lectures. Local officials are invited to talk to the group and tours are arranged to government offices. "Government is studied outside the school," she explained, "so students can handle government in the school more correctly."

She also told of a school traffic court originated by a group of seniors which convenes every Tuesday morning to consider cases of teen-agers who have committed traffic violations. Loss of a driver's license for a given number of days is one of the student-imposed penalties that local officials co-operate in enforcing. A boy from Monmouth, Ill., reported on a Get-Out-the-Vote Registration Campaign in which civics class members knocked on every door and reminded residents "this is the day to go to the polls and vote; if you haven't voted yet, please do so immediately." Other students participated in the drive by acting as baby sitters and preparing informative placards. He said the number of people who went to the polls was 15 per cent higher than in the previous primary as a result.

#### The Constitution's New Home

The Declaration of Independence and the Constitution of the United States will be transferred from the Library of Congress to the National Archives on Bill-of-Rights Day, December 15, 1952. These historic documents, which have been exhibited at the Library since 1921, except for the war years, were ordered transferred by action taken on April 30 by the Joint Committee on the Library of the 82nd Congress. The Committee's decision was, in substance, "that the routine application of the statutes — particularly of the Federal Records Act of 1950 — concerning the records of the U. S. Government and its predecessors required this action."

The Bill of Rights, which has been in the National Archives since 1938, is now being encased in helium so that it may be safely and permanently displayed with the Constitution and the Declaration of Independence, which were similarly protected



*The Community Chests provide funds for many child-welfare activities which the public schools cannot legally undertake.*

in 1951. Henceforth, all three documents, in their helium-filled cases, will be placed on view in the Exhibition Hall of the National Archives in a shrine designed for them when the Archives building was constructed. A new bombproof and fireproof vault beneath the shrine will house the encased documents when not actually on display or in the event of an emergency.

Facsimiles of the Declaration of Independence (28 by 34 in.) and the Bill of Rights (32 by 34 in.) already are available from the National Archives at 30 and 55 cents, respectively, and a brochure presenting all three documents in reduced facsimile will be available before the first of the year at a nominal fee.

Significant archival documents pertaining to the formation of the Union and the history and development of the 48 states will be shown at the National Archives concurrently with the transfer ceremonies on December 15.

#### MAY DISMISS COMMUNISTS

The New York State Department of Education has ruled that the New York City board of education has a legal right to dismiss teachers who refuse to answer questions concerning their membership in the Communist Party. The school authorities are authorized under the law to set up a list of organizations which advocate the overthrow of the American government by force, and to dismiss belonging teachers after following statutory removal procedures. The appeal to the State Education Department for a ruling was made by Irving Adler, a teacher, who sought to restrain the school board from dismissing him. Seven other teachers were dismissed at the time and have also made appeals.

The current inquiry of the U. S. Senate Subcommittee, through Senator Homer Ferguson of Michigan, is bringing a number of teachers and professors in New York schools and colleges under examination for Communist connections and is developing pleas of privilege against self-incrimination, retirement applications, and partial denials of membership.

# What Is Satisfactory Educational Leadership?

In a specialized course in educational leadership on the campus of Colorado State College of Education during the summer quarter, 1952, considerable attention was given to a variety of types of school administrators. Inasmuch as all members of the class were experienced schoolmen representing all levels of school administrative positions, were training for the doctorate, and were representatives of six states, a variety of thinking was shared. Practical experiences of group members tempered theoretical principles found in the literature selected from an extensive group of recent writings. Careful reading by the group, on the other hand, added weight, judgment, and constructive criticism to practical experiences.

As interest developed in the area of administration, two distinct types of school leadership began to emerge as a result of group consideration: (1) a type of leadership which is desirable which is inclusive of the noblest principles in democratic thinking and practice, and which is lasting and will stand the tests and strains of time; and (2) a type of leadership which has probably been in the majority, which is inclined to lean heavily toward the dictatorial and autocratic weapons of directive, and which, in finality, has neither the desirable nor lasting qualities necessary for successful school administration.

Group impressions of the two distinctly opposite types of school leaders were evaluated by a committee chosen from the group. Items selected, which seem most descriptive of each of the types, are charted in the following columns:

## Desirable — Democratic

Believes in the intrinsic worth of every human being.

Knows how to utilize the experiences of others to the advantage of the school system.

Promotes staff evaluation of the school as a whole, and appreciates progress as a group activity rather than as a result of his or any individual's work.

Keeps staff members and the public informed of the operations and financial conditions of the school.

Promotes critical thinking by staff members of all ideas presented; believes group judgment will pay dividends.

Remains in the background, gets things done by sharing group planning, not fearing to whom credit goes for success.

Accepts individual errors as part of the in-service program of training, and encourages the whole staff to assist individual members toward improvement.

Rises professionally with the staff and the school system; never appears to "cut loose" and rise above the staff.

Is willing to face controversial issues, consider the judgment of the staff, and push forward to fair and logical conclusions.

Participates as an equal in social activities, and portrays a genuine interest in personal and family interests of staff members.

Exhibits faith in the ultimate ability of the group to achieve desirable goals.

Exhibits patience with staff members when their deliberation of problems takes considerable time.

Depends upon staff members as able co-workers in formulating suitable school policies, believing they can be depended upon to rise to every situation.

The committee which planned the above statement, after giving consideration to ideas of the class, consisted of the following:

Jess O. Cullison (Chairman), Superintendent of Schools, Larned, Kans.  
R. Edgar Gieck, Senior High School Principal, Ault, Colo.

Don Lyons, Superintendent of Schools, Hermitage, Ark.  
The instructor for the course was Dr. Edwin B. Keim.

## Undesirable — Autocratic

Considers himself or his "class" as intrinsically superior to others.

Does not know how, or is unwilling, to make use of the experiences of others for school improvement.

Rates staff members by measuring "their oats in his half bushel," and insists that his ratings carry weight with the board of education.

Retains vital information relative to school finance and operations in the files; shares neither with the staff nor the public.

Encourages all staff members to become "rubber stamps" favorable to his individual thinking, planning, and manipulation.

Directs all favorable public reaction to the enhancement of his position and his stature in the community.

Penalizes staff members for mistakes made, even though staff members may be doing their best to carry out the commands of the administrator.

Raises his position far above that of the classroom teachers; points to himself as of more importance than staff members.

Evades issues which will test his strength versus strength of the staff; frequently displays the outrageous in preference to the courageous.

Maintains an authoritative attitude at all times; indicates no interest in family or leisure-time activities of staff members or staff families.

Lacks faith in the ability of others; is sold on his own superior judgment.

Is impatient, demanding, and insists upon immediate action in accordance with orders which have been given.

Regards staff members as employees with limited and specialized abilities only, and as instruments to carry out his policies of administration.

# Federal Financial Assistance Under Public Law 874

*Louis Grant Brandes\**

In recognizing the responsibility of the United States Government for the impact caused by federal activities upon local educational agencies during and since World War II, the 81st Congress in its final session enacted laws to provide financial assistance to schools in federally affected areas. Public Law 874, approved September 30, 1950, authorized contributions toward operating costs of the schools overburdened with increased attendance as the result of federal activities and deprived of local revenues because of the tax-exempt status of federal properties. Public Law 874, made effective for the fiscal year ending June 30, 1951, and for the three succeeding fiscal years, declared it to be the policy of the United States to provide financial assistance for maintenance and operational purposes on a per pupil basis in average daily attendance to such schools. A second law, Public Law 815, approved September 23, 1950, provided grants to states to assist them to inventory existing school facilities and to survey the need to construct additional facilities; in addition it provided financial assistance for the construction of schools in federally affected areas.

## Background of Public Law 874

Since the early days of the nation the federal government has held nontaxable property in the various states that has resulted in problems of tax support and community services. The number and extent of the problems were not of great significance, however, until World War I "resulted in a heavy expansion of Federal activity in many areas, and serious problems were created for some local school districts."<sup>1</sup> However, these activities were neither widespread nor critical following the war period.

World War II found the United States engaged in a global war in which the nation not only mobilized and equipped over ten million of its own men, but supplied a substantial part of war materials used by its allies. As a result the United States Government found itself engaged in many and varied activities associated with



*Air View, Federal housing development in Federally affected area, Alameda, California.*

Alameda has seven housing project developments, of which five are visible in the photograph. Shown are Encinal Project and Encinal School with Naval Housing; Chipman, Webster, and Estuary Projects in the distance. Portions of Alameda Naval Air Station and Pacific Overseas Material Center also in background. The Alameda School District operates three project schools with an enrollment of over 2,000 Federal children. Quonset huts serve as classrooms for Encinal School.

the war effort, involving millions of Americans and causing the uprooting of their homes. Military personnel and war workers and their families were concentrated in production, shipping, and training centers. Community facilities and services, including schools, were inadequate for the influx of population of these areas. Congress made provisions, in 1940, for the construction of federal housing units to care for incoming workers and their families.

The local school systems of many of the federally affected areas were unable to absorb increased numbers of school children. In recognition of the situation Con-

gress passed the Lanham Act, in 1941, authorizing the appropriation of funds to assist communities in providing necessary facilities and services, including public elementary and secondary schools. Each year, however, it was made clear that it was the intention of Congress to restrict the program and to withdraw federal aid as soon as possible. At the same time it was evident that "a number of Federal activities which had caused these severe problems were continuing and were being expanded in some cases, and that the affected communities would require Federal assistance for a considerable period in

\*Encinal High School, Alameda, Calif.

<sup>1</sup>Committee on Education and Labor, House of Representatives, *Operating Expenses of School Districts Affected by Federal Activities*, Report No. 2287 (Washington, D. C.: Government Printing Office, June 20, 1950), p. 2.

the future if they were to provide normal school services."<sup>2</sup>

Several bills were introduced in the first session of the 81st Congress to provide school-plant facilities and current operating expenses on a uniform and permanent basis. Convinced that available information was insufficient upon which to take definite action on a permanent basis, members of the Committee on Education and Labor in the House of Representatives recommended a temporary continuation for one year of maintenance and operation assistance to schools and appointed two subcommittees to study the problem and make recommendations to the second session of Congress. They found that, basically, federal activities place financial burdens on adjacent school districts for the following reasons:

"1. Federal ownership of property reduces local tax income for special school purposes.

"2. A Federal project or activity causes an influx of persons into a community, resulting in an increased number of children to be educated."<sup>3</sup>

It was the purpose of Public Law 874 to remedy these financial burdens to local school districts in federally affected areas.

### Eligibility and Entitlement

A school district may be eligible and receive payment under one or more of the sections of the Act providing for federal assistance under Public Law 874. The provisions made in these sections establishing eligibility requirements for school districts and the entitlements which the districts may expect to receive are outlined in the table on eligibility and entitlement. With the exception of Section 6, sections of the Act provide that the federal government assume the current operating cost to the local school districts for educating federally affected children; however, no provision is made for assuming any part of such cost provided by a state under its state aid program.

### Administration of Act

The responsibility for the administration of the Act is placed with the United States Office of Education. Federal assistance payments are provided through the commissioner directly to the school agencies upon application and after eligibility has been determined. Initial payments are based upon the application; additional and final payments are based upon the application and subsequent reports. The school districts must make application in order to receive federal assistance, with a new application necessary for each fiscal year. Applicants are responsible for collecting and preparing the material necessary for completing the application. The commissioner must make

<sup>2</sup>Ibid., p. 3.

<sup>3</sup>Ibid., p. 4.

### Requirements for Eligibility and the Entitlements for Payments Under the Sections of Public Law 874 Making Provisions for Federal Assistance

Section	Eligibility Requirements	Entitlement
2	Federal Government has acquired and removed from district tax rolls, since 1938, property consisting of 10 per cent or more of district assessed valuation.	Amount that district would have derived for the fiscal year for current expenditure purposes from the acquired property less amount derived from other federal payments with respect to such property.
3(a)	District is educating children residing on federal property with a parent employed on federal property. The number of such children must be ten or more and amount to 3 per cent of total A.D.A. (6 per cent for districts with A.D.A. for 1938-39 over 35,000).	A.D.A. of children counted under this subsection multiplied by the local contribution rate.* (The local contribution rate is the local effort per A.D.A. as determined from comparable school districts.)
3(b)	District is educating children residing on federal property, or residing with a parent employed on federal property within the state. However, if number of children counted under Section 3(a) is less than required per cent, they may be counted under this subsection. Per cent requirements are the same as for Section 3(a).	A.D.A. of children counted under this subsection multiplied by one half the local contribution rate.*
3(c)	District is not yet eligible for all or part of state aid for children counted under Sections 3(a) and/or 3(b).	Amount equal to the amount of state aid for which district is not yet eligible.*
4(a)	District has experienced an increase in A.D.A. in current fiscal year due to federal activities, such increase amounting to 10 per cent or more of average A.D.A. for preceding 3-year period (15 per cent for districts in which A.D.A. for 1938-39 was over 35,000). District must also show it is unable to secure sufficient funds to provide education for the additional children.	A.D.A. of children counted under this subsection multiplied by amount per A.D.A. necessary to provide free education to such additional children during the year as determined by comparable school districts. Other federal payments that have been made for this purpose are deducted.
4(b)	District has experienced an increase in A.D.A. due to federal activities after June 30, 1939, such increase still existing in current fiscal year and amounting to 25 per cent or more of 1938-39 A.D.A. (30 per cent for districts in which A.D.A. for 1938-39 was over 35,000). District must also show it is unable to secure sufficient funds to provide education for additional children.	Same as for Section 4(a).
6	Pupils reside on federal property in a state in which no tax revenues of state or political subdivision thereof may be expended for free education of such children, or where no local agency is able to provide suitable free education for such children.	Amount necessary to provide free education for children counted under this section.

\*Other federal payments that have been made for similar purposes are deducted from the total entitlement under Section 3.

an annual report to Congress including a detailed statement of receipts and disbursements.

Federal control of the local school and state school agencies as related to direction, supervision, or control over the personnel, curriculum, or program of instruction is safeguarded by the Act as follows: "In the administration of the Act, no department, agency, officer, or employee of the United States shall exercise any direction, supervision, or control over the personnel, curriculum, or program of instruction of any school system, or any local or State educational agency."<sup>4</sup> However, in the administration of the Act it has been

<sup>4</sup>81st Congress, *Public Law 874* (Washington, D. C.: Government Printing Office, Sept. 30, 1950), Section 7(b), p. 9.

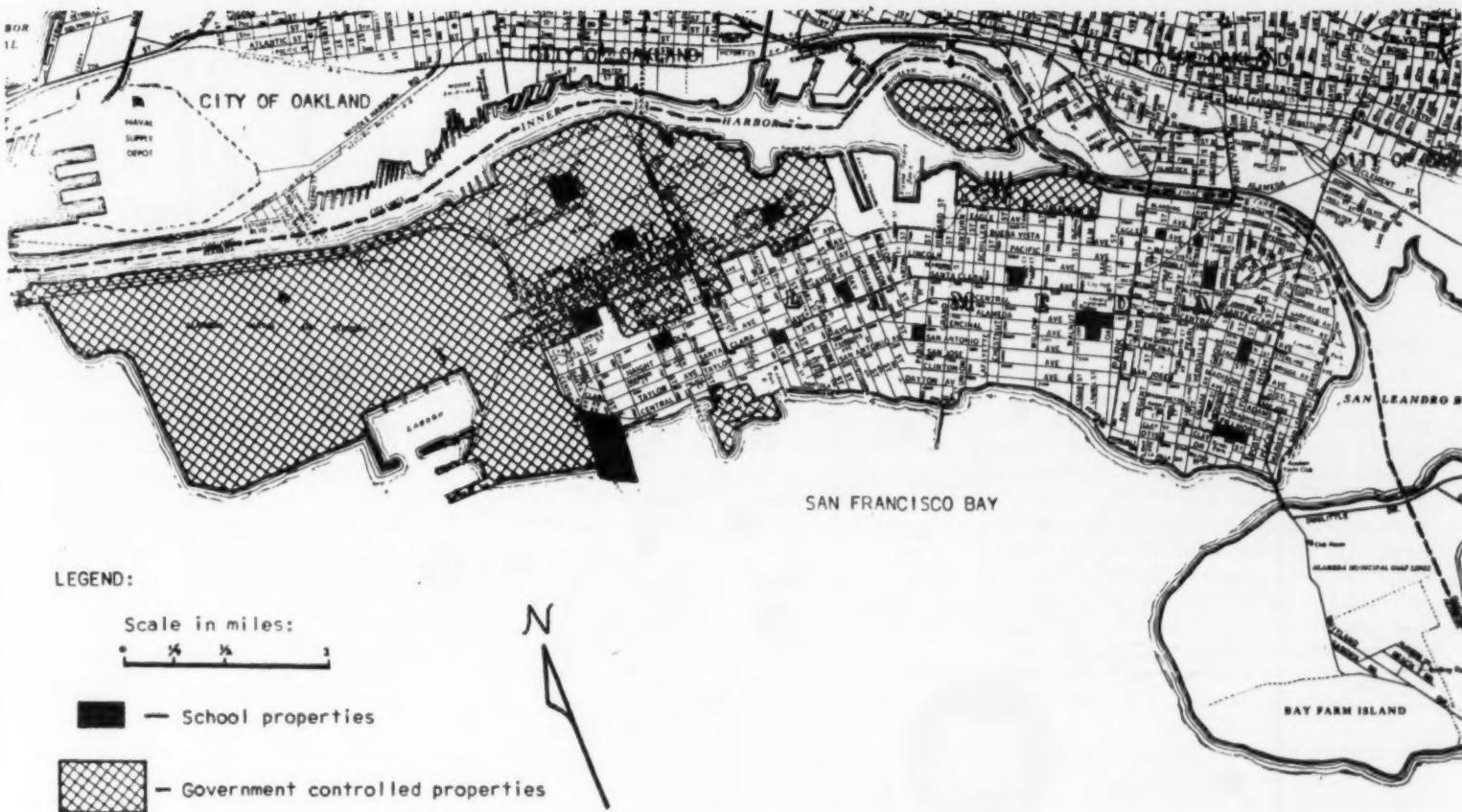
required that a record of federal children claimed under Sections 3 and 4 be maintained in an auditable manner and "subject to audit by the General Accounting Office of the United States Government."<sup>5</sup>

### 1950-51 Entitlements

The first annual report of the Commissioner of Education to Congress indicates that for the fiscal year ending June 30, 1951, a total amount of \$29,080,788 was disbursed to 1183 eligible applicants in forty-seven states, Alaska, and Hawaii.<sup>6</sup>

<sup>5</sup>Letter to county, city, and district superintendents of schools, Division of Public School Administration, California State Department of Education, Nov. 9, 1950.

<sup>6</sup>Federal Security Agency, Office of Education, *Administration of Public Laws 874 and 815* (Washington, D. C.: Government Printing Office, March, 1952), 83 pages.



Map of Alameda, California, showing the school properties and the predominance of government controlled lands.

The total net entitlement exceeded the funds available by approximately 4 per cent and it was possible to pay the school districts only 96 per cent of their entitlement. The five states with the most eligible applicants were California, 174; Texas, 129; Pennsylvania, 80; Washington, 66; and Oklahoma, 57. One state, Louisiana, had no eligible applicants; Delaware, West Virginia, and Hawaii had only one applicant. The ten states with the most eligible applicants included a total of 696 applicants or 58.8 per cent of all the eligible applicants. The five states with the greatest net entitlements were California, \$6,772,507.06; Georgia, \$2,341,528.82; Texas, \$2,111,269.47; Virginia, \$9,905,430.99; and Washington, \$1,677,622.84. Eight states had a net entitlement of over \$1,000,000. The ten states receiving the greatest net entitlement received a total of \$20,148,577.91, or 66.8 per cent of the total net entitlement. The amounts of entitlement were distributed among the sections of the Act making provisions for entitlement as follows: Section 2, 1.0 per cent; Section 3, 79.0 per cent; Section 4, 19.8 per cent; and Section 6, 0.2 per cent. A total of 517,760 federally affected children were counted under the provisions of Sections 3 and 4. In addition to the total net entitlement, payments were made to the applicant districts by other federal departments and agencies equal to \$5,230,974.56. While all of the states, Hawaii,

and Alaska, with the exception of Louisiana, had eligible applicants and received entitlement under the Act for the fiscal year ending June 30, 1951, the number of applicants and the amounts of assistance were concentrated in some few states. Payments to applicants for the fiscal year ending June 30, 1952, are not as yet complete and statistics are not available; however, estimates indicate that entitlements will be approximately 25 per cent greater than for the 1950-51 fiscal year.

#### Problems and Issues

Two years of experience under the provisions of Public Law 874 have raised a number of problems and issues with respect to education and the federal government that demand special study and consideration. Such problems and issues include the following:

*Are the states that provide for the larger portions of school support through their state aid programs penalized under the provisions of Public Law 874?* Under the provisions of Public Law 874, the federal government assumes the current operating costs to local school districts for the education of federal children but makes no provisions for that part of the cost provided by the state. Thus, the school districts in those states where the districts are required to obtain most of their school revenue from local effort would obtain greater amounts of assistance per

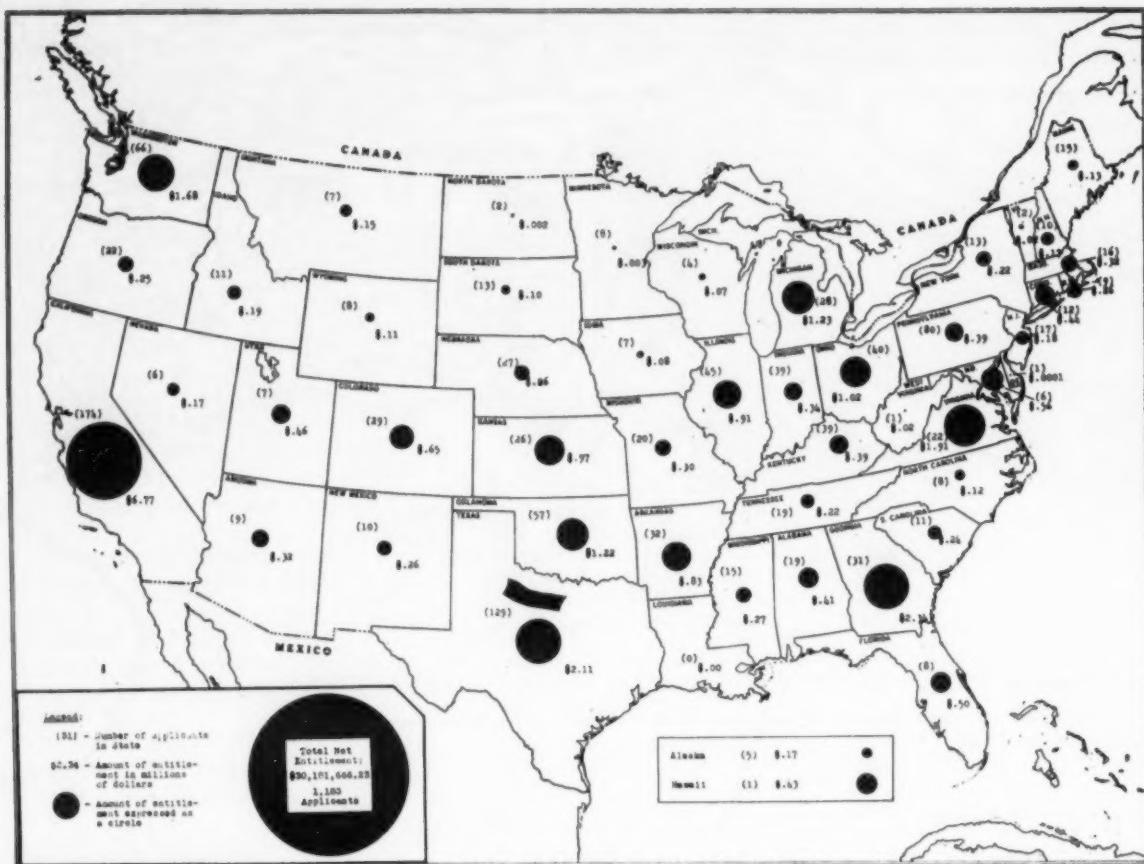
child than districts in states where more of the school revenue is provided via state support. For example, the contribution rates for the 1950-51 fiscal year under Section 3, which served as the basis for entitlement for eligible applicants under this section, varied greatly among the states. The lowest was \$1.17 in Delaware, where only one district applied, but where most of school support is provided by the state; the highest was \$228.55 in Illinois where most of the school support is derived from local effort.<sup>7</sup>

*Do the provisions of Public Law 874 reward the more wealthy states?* There is evidence to indicate that the wealthy states have been rewarded under the provisions of Public Law 874 while the poorer states have been penalized. For example, the contribution rates under Section 3 for the 1950-51 fiscal year in Florida and California, where the portions of state aid and local effort provided toward school support are comparable, were \$58.99 and \$124.05, respectively.<sup>8</sup> Comparisons of state incomes indicate that California has half again as much income per A.D.A. as Florida.<sup>9</sup>

<sup>7</sup>Ibid., Table 4, p. 45.

<sup>8</sup>Ibid.

<sup>9</sup>State aid, local effort, and state income comparisons made with figures taken from *Public School Finance Programs of the Forty-Eight States*, Circular No. 274, U. S. Office of Education (Washington, D. C.: Government Printing Office, 1950), 110 pages.



*Number of eligible applicants and net entitlements to the States and Territories under Public Law 874 for the fiscal year ending June 30, 1951.*

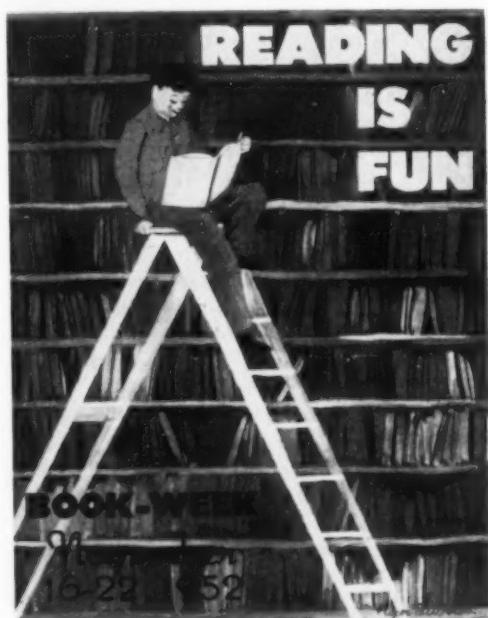
Should income of school districts derived under the provisions of Public Law 874 be recognized in the state aid program of a state? During the 1950-51 and 1951-52 fiscal years many districts receiving federal assistance under Public Law 874 continued to receive the same share of state aid as for previous years. No adjustments were made in the state equalization programs to compensate for increased revenues to some districts from the federal source. The opinion has been expressed that income derived on account of "in lieu of taxes" should be recognized as a part of the equalization program of the state. At least one state, California, has enacted legislation, effective for the 1952-53 fiscal year, that will recognize revenue received under Public Law 874 by local districts as a part of the state equalization program.

Does federal support for public education as provided under Public Law 874 mean federal control? Federal control of the local school and state school agencies as related to direction, supervision, or control of personnel, curriculum, or program of instruction is safeguarded by the Act. However, there is evidence that directives governing the accounting of federal children may determine administrative procedures and take teacher and administrative time that could otherwise be utilized in the instructional program.

Will federal assistance such as provided under Public Law 874 be continued after the fiscal year ending June 30, 1951? Public Law 874 was made effective for the fiscal year ending June 30, 1951 and for the three succeeding fiscal years. Under the Act many federally affected school districts were able to meet some of their educational obligations for the first time since the federal impact of World War II. Federal assistance enabled these districts to provide education programs comparable to other such districts within their states; it provided income for much needed salary raises, more adequate instructional materials, and additional personnel for these districts. If the provisions for federal assistance under the Act are not renewed, it will mean disaster for the educational programs of many school districts in federally affected areas.

Will payments made by the federal government to federally affected districts under Public Law 874 continue to be a part of their total net entitlements or should full payments be made? Under Public Law 874 the United States Government has recognized its responsibility to provide financial assistance for maintenance and operational purposes in schools in federally affected areas. However, Congress has failed to make the necessary appropriations for payments of the entitlements

under the Act. Funds were made available for payment of 96 per cent of 1950-51 entitlements; funds are available for payment of approximately 80 per cent of 1951-52 entitlements. Thus, the federal government has not been meeting the full responsibility it has accepted.



*Children's Book Week will be observed in schools.*

# The Care of Asphalt Tile Floors

Dave E. Smalley\*

Asphalt tile seems to be constantly gaining in popularity as a flooring material for schools, even for the gymnasium. It provides the durability, the abuse resistance so necessary in the school, and at the same time can add much to the modernistic and decorative design of the building.

Once the "ugly duckling" of floor coverings, asphalt tile has evolved into one of the most attractive. And its popularity has probably grown faster than that of any other kind of flooring, originally because it was cheaper but now because of its decorative and its utilitarian values.

Assuming that the asphalt tiles have been properly laid, with no points of strain on the rather brittle tiles by an uneven subfloor, that the tiles are correctly cemented down, one has only to be instructed in the right kind of care of the flooring. It should be understood that no other kind of flooring is so quickly damaged, even ruined, by faulty care.

First, let us understand the nature of asphalt tile. Usually made of asbestos fibers, mineral pigments, asphaltic and resinous binders, it has flexibility and great toughness, but it is not nearly as pliable or resilient as rubber and linoleum. Unless a tile is warm, it will break before it bends. It is not uncommon to see broken asphalt tile, due to some severe shock or an uneven area in the subfloor. Fortunately, however, the broken tile is easily replaced.

Sharp objects allowed to stand on asphalt tile, especially under weight, are likely to make permanent indentations. For that reason desk legs, bookcases, files, etc., should be provided with protective shields.

Asphalt tile should also be guarded against excessive heat. It is not inflammable but will soften at high temperatures. Never place hot objects on an asphalt floor. Recently a photographer's spotlight left lying on an asphalt floor melted the tile.

## Durable and Nearly Foolproof

Asphalt tile is, indeed, one of the most durable of floorings. With one or two important exceptions, it comes the nearest of all floor coverings to being "foolproof." Of all floor coverings it seems to be the only kind which will long survive on damp basement concrete. Most grades of asphalt tile are more or less immune to the natural alkali in concrete, the chemical reaction that soon consumes linoleum.

The important exceptions referred to above refer to certain solvents which promptly dis-

solve asphalt. Among these are gasoline, turpentine, naphtha, kerosene, and all kinds of oils and fats. Within recent years a grease-proof asphalt tile has been developed for kitchens and other locations subject to grease and oil spillage, but this tile is something of a departure and thus far its manufacturers make no effort to press its substitution for standard asphalt tile.

The wrong kind of maintenance material may take a month or longer to reveal its damage to linoleum and it may take six months or a year to complete the ruin of rubber, but it takes only a matter of minutes to consume asphalt tile.

Caution must be taken to avoid spilling any of the before-mentioned solvents on asphalt tile. Furthermore, solvent-type floor waxes must never be used, including paste waxes which are always made with one or more of the solvents.

Oily sweeping compounds and oily dust mops, though slower perhaps in their action, will be just as damaging in the long run as the more powerful solvents. Alcohol, however, will not injure asphalt tile and is being used in some special finishes for these floors.

Probably no other kind of flooring sooner reflects neglect and improper or inadequate maintenance methods. Clear water mopping, usually effective on terrazzo, linoleum, ceramic and rubber tile, often tends to dull asphalt unless the surface has been waxed.

Of all the special problems in the care of asphalt tile, safety seems to be the most important. Although more complaints about slipperiness derive from asphalt floors, scientific tests show that asphalt is no more slippery than other types of flooring and less so than some.

## A Safe Flooring

In a recent bulletin of the Asphalt Tile Institute a report on tests made by the U. S. Bureau of Standards shows that dry, unwaxed asphalt is safest of all but one in a list of 12 floorings, including linoleum, cork tile, maple, rubber tile, and terrazzo. The safer exception is rubber matting.

Says the Bureau's report: "Under most conditions, asphalt tile is safer to walk on than any other smooth-surfaced material, provided it has no high-gloss wax finish. The slipping hazard is from two to ten times greater on any wet floor than on a dry surface."

As is to be expected, the tests show that rubber heels are much safer than leather ones. They also show the slip hazard increased considerably on dirty floors, more so in several

cases on asphalt than on cement, cork tile, felt-back linoleum, magnesite, and rubber mat.

From these tests we might deduce that more complaints about slipperiness come from asphalt tile because of waxing and of poor maintenance, which allows dust and litter to accumulate. But these facts in themselves pose a special problem in the maintenance of asphalt. From the standpoint of appearance and ease of cleaning, waxing is almost essential, the exception being asphalt gymnasium floors upon which we do not recommend wax.

Recognizing these problems we have only to follow the right procedure to minimize or remove them and that is the purpose of this article.

To clean an asphalt floor effectively a suitable cleaning agent should be used—a mild alkali or a soap slightly on the alkaline side. Neutral soaps are sometimes "too neutral," leaning to the fatty (oily) side which is detrimental to asphalt tile.

This observation has been challenged by some authorities, it being contended that neutral soaps are safer for asphalt than mild alkalies. For test purposes strips of asphalt tile have been allowed to stand for 30 days in a strong solution of trisodium phosphate without noticeable damage. On the other hand, strips from the same tile, partially immersed for 30 days in a strong neutral soap solution, showed some discoloration below the water line.

It is also noteworthy that one of the large manufacturers of asphalt tile recommends his product for basement concrete floors because it is immune to the natural alkaline condition inherent in damp concrete.

However, this matter becomes less important with the advent of the new "soapless" cleaners now available on the market. These synthetic cleaners, which resemble liquid soap in appearance as well as in function, are new developments of sulphonated alcohol or sulphonated hydrocarbons. Besides being excellent emulsifiers, they are powerful wetting agents, having a penetration impossible with soap. They are quite harmless on any kind of washable surface and should be excellent for asphalt. Properly made, they contain neither alkali nor fats, and since they leave no residue they should restore the original brightness to an asphalt floor. Most suppliers of floor treatment materials now market such cleaners.

## Waxing for Appearance

However, to keep any asphalt floor, except in a gymnasium, looking its best, a good floor

\*Brazil, Ind.

wax is needed—the water wax type. Not only does the wax add materially to the appearance, but it makes the floor easier to clean. A well-waxed floor need seldom be mopped. Of course, if something is spilled on the floor, or mud, slush, etc., are tracked in, mopping is necessary, but this treatment should not dull the finish of a properly waxed floor. If it does, the gloss can be quickly restored by buffing.

In applying a water wax for the first time to a new asphalt floor, the wax may have a tendency to crawl, and if allowed to dry a spotty, unsatisfactory finish is the result. This is due to excessive surface tension, the result of a water-resisting surface film which is often found on new asphalt. To prevent this condition it is recommended that the new floor be first cleaned with one of the recommended cleaners.

Where the wax has already dried in spots, use steel wool with the cleaner and remove the coating. The faulty wax film can rarely be buffed out satisfactorily; remove it and wax the floor again.

If two coats of water wax are to be applied, be sure the first coat is dry before the second is applied. Allow from two to six hours, depending upon weather conditions. Otherwise, the second coat may disturb the first and result in a dull, streaked floor. This caution applies to water wax on any kind of surface because no water wax is entirely waterproof until it has expelled all of its original moisture. Polishing hastens the drying.

Steel wool of the finer grades is useful in maintaining asphalt tile, either for burnishing the wax coating to harden it or for "dry cleaning" the floor. Dry steel wool under a floor machine often does a better job of cleaning asphalt than actual scrubbing, and is the only method recommended for maintaining asphalt gymnasium floors.

At some time or other, the wax may turn white on an asphalt floor. Occasionally asphalt tile has a pitted surface, and in such a case an excess of water wax settles in the pits and remains white or gray. Because the tiny pockets of wax are below the sweep of the polish brush, they cannot be buffed out. Good self-polish waxes, however, usually dry transparent even in the pits, but occasionally some will remain white in small but dense accumulations. This condition can be remedied by scrubbing with an adaptable cleaner.

### The Safety Problem

As stated above, a chief complaint against waxed asphalt is slipperiness. Accepting the supposition that wax is often a hazard on asphalt tile, and therefore unsuited for asphalt gymnasium floors, manufacturers of floor finishes have been trying for years to produce a satisfactory waxless coating for these floors. Several times they seemed to have succeeded, but after a while the new treatment materials have disappeared from the market. Although a few serve a purpose, so far as we know none has been a complete success.

Varnish and regular floor sealers should never be used on asphalt tile. They tend to dissolve the floor during the process of appli-

cation, but even if an application is successful, it will soon wear off in paths and spots and cannot be patched satisfactorily. Neither can it be removed without seriously damaging the floor.

Although lacquers may not soften asphalt, they are not recommended for treating these floors, as they, too, wear off unevenly, making the floor unsightly. A removal job can be done only with inflammable solvents and is expensive and not very safe. All of which leaves no alternative but the use of water emulsion type of floor wax, if the floor is to be treated. And the floor cannot be well maintained unless it is treated.

To return again to the major problem of slipperiness. It is estimated that 10 per cent of the users of wax on asphalt tile have trouble occasionally from slipperiness, while the other 90 per cent use wax for years without complaint.

In any case, if somebody slips on a waxed school floor, the wax should not be blamed too quickly. The accident may have been due to carelessness, for some children can fall anywhere. But, if the floor is actually slippery, the source of the trouble should be sought and a remedy should be supplied. One effective remedy is to go over the floor with steel wool (about No. 2 grade), and then apply another thin coat of wax.

It is no longer a theory that two coats of wax are less slippery than one. It has been found to be a fact by the U. S. Bureau of Standards and the Underwriters' Laboratories. But it is better to apply the coats thinly, preferably with 12 per cent wax and be sure that the first coat is dry before the second coat is applied in a way to produce the equivalent of one heavy coat. In extreme cases it is sometimes necessary to dilute even a 12 per cent wax as much as 50 per cent with water and apply two or three coats.

### Nonslip Materials

In the past year or so a new nonslip element has been developed as an ingredient for floor waxes, and the waxes containing this element seem to be safer than the regular waxes.

Floor waxes are most likely to be slippery during the first few hours after application until fully seasoned. Buffing hastens the seasoning, but it is not wise to allow children on a floor for a day or more.

It may bear repeating that another safeguard against slipperiness is to see that the floor is kept clean and free from dust, sand, litter, etc., which increase the slip hazard. Loose particles of sand and dirt act like roller bearings under the shoe sole. Caution should be used to avoid such accumulations, especially near entrances and corners, where people step or turn quickly.

In trying to meet the slip hazard on asphalt tile, the use of resin-loaded waxes should be avoided. Such waxes become sticky, hold dirt, and resist both mopping, dusting, and even buffing. No wax at all is better than a gummy mess that eliminates one problem to create another.

Waxes which have been tested and approved

by the Rubber Manufacturers' Association for quality and the Underwriters' Laboratories for safety are the best and safest to use. A number of such waxes are available.

If, however, school authorities are still afraid of wax on asphalt tile, they should resort to the "dry cleaning" method which consists of going over the floor at regular intervals with fine steel wool under a floor machine. Not only does this method produce good cleaning action, but gives the asphalt a satinlike sheen that avoids the dull effect left by wet mopping. The cleaner must be careful not to hold the revolving steel wool too long in one place or the heat will tend to melt the asphalt. Keep the machine moving about on the floor.

If it is felt that the asphalt must be scrubbed, it is wise to avoid strong cleaning solutions and too much water. While the asphalt itself is more or less immune to such solutions, the latter seep down between and under the tiles, causing them to loosen from the subfloor.

Yes, asphalt tile is one of the most durable of floors and perhaps one of the most resistant to abuse, but like everything else, it serves best and longest when properly cared for.

## KNOXVILLE BEGINS BUILDING PROGRAM

At Knoxville, Tenn., the board of education is at present engaged in a building project involving the erection of three new school buildings. One 20-room building will be partially occupied in the present term, and two further buildings of 16 and 17 rooms have been contracted for and will be erected shortly.

Other projects undertaken are two senior high schools, a vocational high school, additions to two junior high schools and a modernization program, including acoustical treatment in old schools, a relighting project, repainting in modern colors, new floor coverings, and the resurfacing of several playgrounds. During the past three years the board carried out a new seating program, involving the substitution of new movable seating for the old stationary type desks. At present, the board is carrying out a modernization program in the cafeterias of all the schools.

All of these projects are being financed with the proceeds of three bond issues, one voted in 1946, and two further issues approved more recently.

## IBERVILLE SCHOOLS PUBLICIZED

The public schools of Iberville Parish, La., and of the city of Plaquemine were the subject matter of a special edition of the "Iberville South" in a back-to-school edition.

The special edition, issued on August 28, contained articles about the schools, their courses, the sports program, industrial-arts education, the student council, attendance, the music program, the educational program, and the lunch program. There were also a number of human-interest photographs of classes in session.

The articles were prepared by various members of the school faculty, under the direction of L. P. Terrebonne, superintendent of the Iberville Parish schools.

A Neighborhood Primary  
School

THE  
LINCOLN SCHOOL  
DOWAGIAC, MICH.



*The main entrance exemplifies the adaptation of the design  
to use by children.*

The new Lincoln School, Dowagiac, Mich., has been planned and equipped to provide a broad program of education on the primary level and to serve as a community center for adults and a play center for children.

The new school replaces a structure which originally was a farmhouse and a show place of the community in pioneer days. The building acquired about 1913 by the board of education was remodeled, and with additions

fitted to become the Lincoln School of 1913. For many years it housed six elementary grades and provided space for the Dowagiac County Normal School, an early teacher-training institution. The building was closed



*Street View, Lincoln School, Dowagiac, Michigan.—Edward R. Duffield, Architect, Niles, Michigan.*



*The playground is fenced in to prevent children from rushing into the street and to keep out passers-by.*

in 1931 for use as a school and torn down in 1938.

The new Lincoln Elementary School has been planned for small children and is designed so that all its facilities will serve a

complete elementary instructional program. The educational planning was done by Superintendent Charles R. Canfield and his associates. The building is of fireproof construction and follows in plan, construction, and equip-

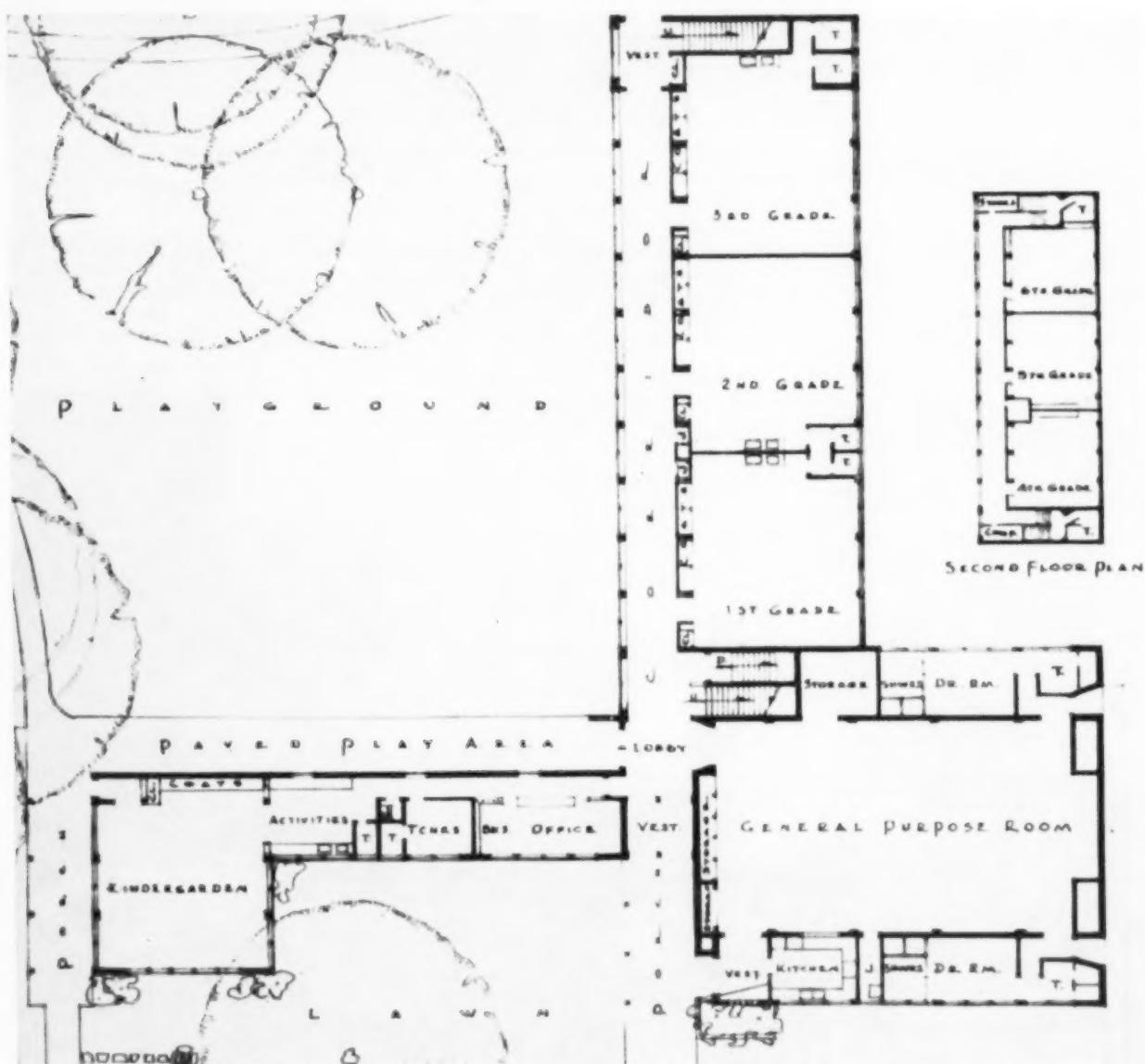
ment the best standards of the school plant division of the Michigan state department of public instruction.

The structure is of reinforced concrete frame with an outside facing of brick and cement-block back-up.

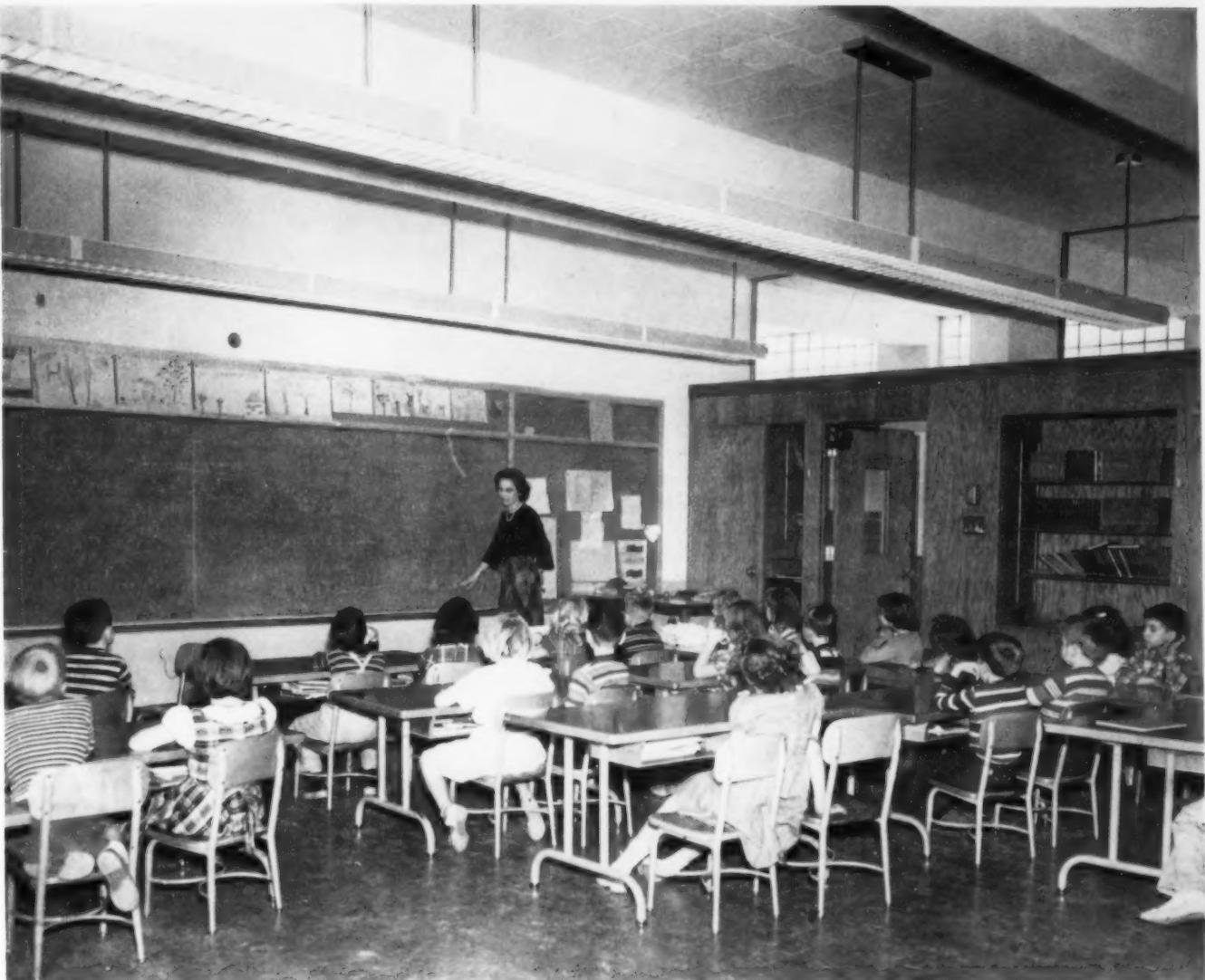
The classroom wing includes six classrooms on the ground floor and the same number of rooms on the second floor. The general purpose room, which has a hardwood floor and glazed-tile wainscoting, is fitted with movable chairs and a portable folding stage platform so constructed that it may be swung into place for plays and other school programs and removed when the room is used for indoor play and physical education.

The classrooms have plastered walls above glazed-tile wainscoting. One wall is fitted with built-in cabinets and bookcases, a large work counter, and a recessed sink. The lower grade rooms have separate lavatories. The floors in the classrooms, as well as the corridors, are of asphalt tile over the poured reinforced concrete floors. Ceilings are of acoustical tile.

The entrances, toilet rooms, and the main corridor areas where moisture and traffic con-



*Main Floor Plan and Second Floor Plan, Lincoln School, Dowagiac, Michigan.  
Edward R. Duffield, Architect, Niles, Michigan.*



*A typical classroom showing the built-in teacher's closet and bookcases.*

ditions are heavy, are fitted with terrazzo floors.

Adjoining the general purpose room there are shower and locker rooms, and toilets. Adjoining this room, too, there is a room for chairs and equipment storage. The small

kitchen is planned for use by parent-teacher and other community groups, and for lunches for the pupils.

The classrooms are fitted with unit ventilators and fans guaranteed to make seven complete air changes per hour. Thermostats

control the temperature in each classroom and general purpose room. The kindergarten room has added radiant floor heating. The steam boiler is oil-fired.

The classrooms are fitted with light-directional glass blocks and a clear-glass window strip. Clear glass, also, is found in the clerestory windows. The artificial light is provided by means of semi-indirect louvered fluorescent lights.

The outside play areas adjoining the building have black-top surfaces, and a high steel fence protects the entire playground.

The building was completed in 1950 at a cost of \$200,000. The architect was Edward R. Duffield of Niles, Mich.

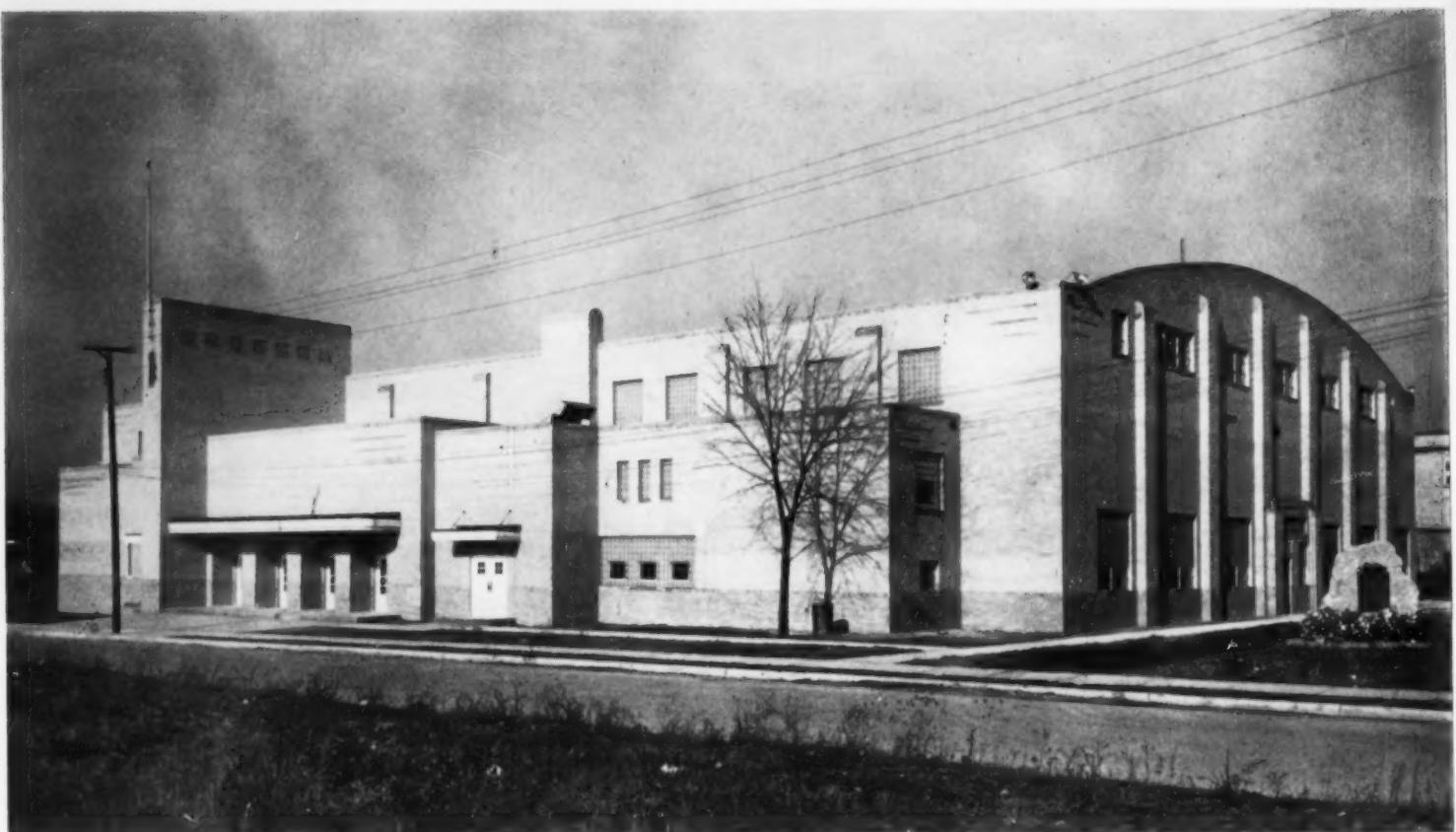
#### MR. LEMON RETIRES

Robert W. Lemon, for many years vice-president and business executive of the architectural firm of Wm. B. Ittner, Inc., St. Louis, Mo., has announced his retirement as of September 1.

As an attorney, Mr. Lemon became associated with the late William B. Ittner early in the famous architect's career as a planner of school buildings and consultant in city school-building programs. After Mr. Ittner's death the partners incorporated and retained Mr. Lemon to have permanent charge of the business affairs of the firm.



*The all-purpose room is equipped for physical education and for school assemblies.*



*The Memorial Gymnasium, Struthers High School, Struthers, Ohio.*

## *Struthers Builds a Field House*

William C. Comstock\*



*The main lobby of the Struthers Memorial Gymnasium is designed to handle large crowds and to provide a promenade between acts.*

During the closing years of the decade of the forties Struthers, Ohio, was desperately in need of a new high school field house, more classrooms for the high school, more office space for the school administration, and a place large enough for various community gatherings. Citizens also wanted to do something in memory of those who had given their lives in World War II. A farsighted board of education and superintendent decided to ask the voters of the school district for an additional tax levy to provide the funds for the construction of a building which would meet these needs.

The voters responded favorably. After weeks of visiting various high school gymnasiums, months of careful planning, and then months of delay in the construction, board members and superintendent proudly presented to the citizens of Struthers in December, 1951, one of the finest buildings of its kind in the state of Ohio, if not in the whole country.

Today citizens point with pride to the new Struthers Memorial Gymnasium, for it does adequately provide the space that was so much needed and is a fine memorial to the sons of the community who lost their lives defending our land and its institutions. Now Struthers High School youths are provided

\*Director of Public Relations, Struthers, Ohio, City Schools.



*General View, Struthers Memorial Gymnasium, Struthers, Ohio.*

facilities for a complete physical education and intramural sports program, and the community has a spacious place for wholesome

entertainment which cannot be housed in a theater-type building.

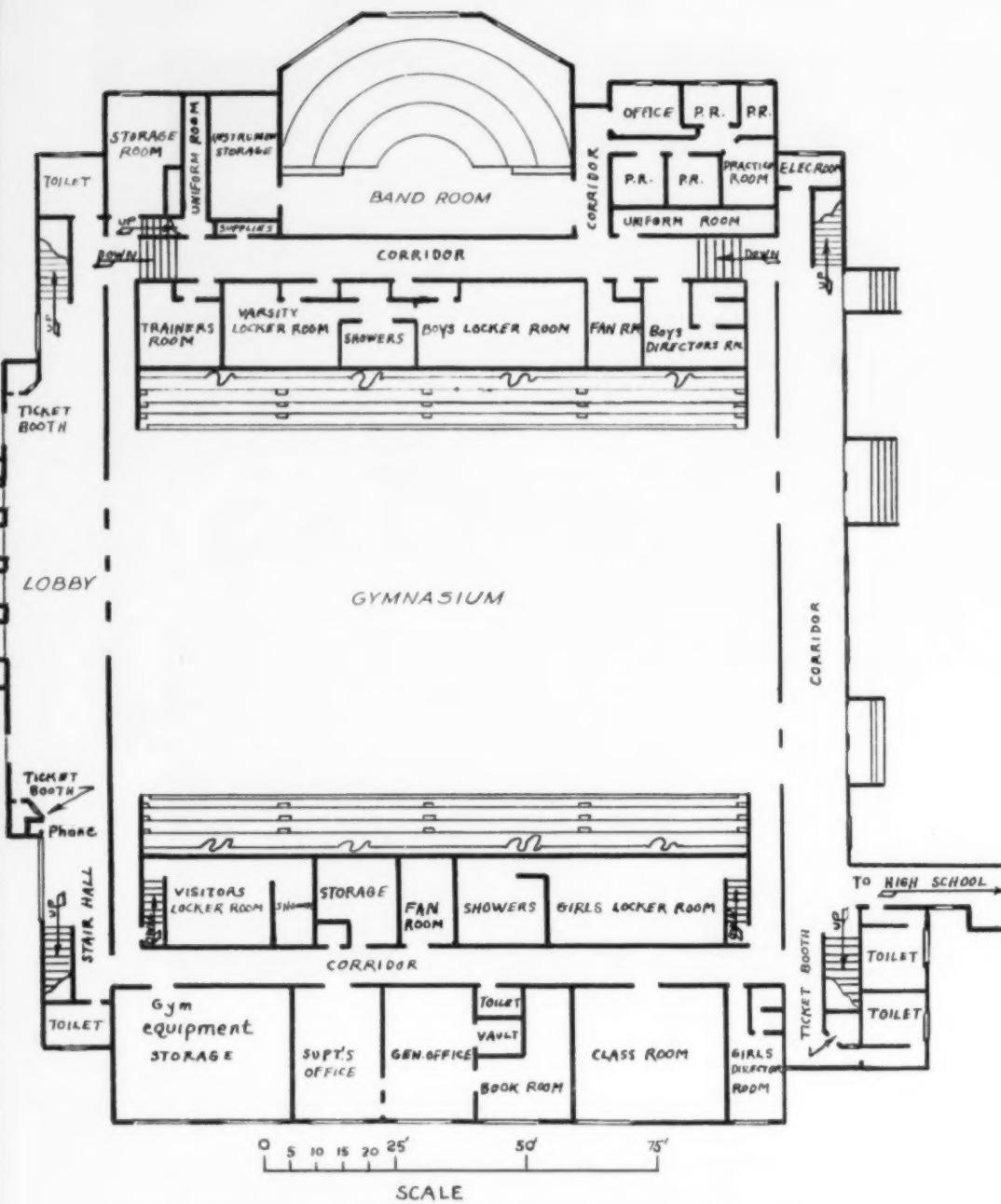
The building, which has 50,619 square feet

of floor area and 1,059,491 cubic feet content, has cement footings and a steel framework. The walls are cement-block walls faced on the



*The Struthers, Ohio, Board of Education.*

Left to right: Elvin W. Swander; William F. Nelis, clerk, non-member; Roy E. Birch, president; Otis R. Heldman; Hugh F. McPhee; Harold Milligan; O. J. Gabriel, superintendent of schools.



Floor Plan, Struthers Memorial Gymnasium, Struthers, Ohio.  
—Planned by Architect Randall Medicus (deceased); construction supervised by Architect Arsene Rousseau.

interior with brick. In all service rooms and corridors the walls are covered with glazed-tile wainscot, 5 feet high in the corridors and 12 feet in the gymnasium. The total cost was \$473,500, or \$9.35 per square foot or \$.447 per cubic foot.

The main floor for physical education and general activities measures 70 by 120 feet. It is marked for an exhibition basketball court, 50 by 84 feet, and fitted with glass suspension-type basket backboards. For everyday use two cross courts, 50 by 70 feet, are laid out. There is room too for badminton and volley ball.

The floor is equipped for other activities besides school games. One end of it is wired for a portable stage, and the center is wired for a boxing or wrestling ring. There are six radio and three television outlets and an electrical scoreboard.

There are 3000 permanent seats in the gymnasium. One thousand are the stadium-chair type and 2000 are benches. Another 1000

folding chairs can be placed on the playing floor when they are needed for various community affairs.

Every other permanent seat has an individually operated heating grill under it. Heat and ventilation are provided from a plenum chamber under the seating sections. Two high-velocity fans, thermostatically controlled, fur-

nish the air motion. Steam for all heating units is obtained from the main heating plant in the high school building.

Those who have seen the lighting system say that it is practically ideal for a gymnasium. Over the seating sections there are 32 lamps of 500 watts each. The 57 lamps over the playing floor are 1000 watts each, which is better than 50-foot candle light at playing level.

The special lights for the boxing and wrestling ring and the cross-court lights are individually controlled. All lights are of the hanger type which can be serviced at floor level; they can be controlled by pairs as well as by the main switch.

Boys' and girls' locker rooms have 500 box and 60 street lockers and eight showers in each, and the varsity and visiting team rooms have 60 lockers apiece. Each room has its own toilet facilities. The building also has four public rest rooms.

On the mezzanine floor there is a complete music department which includes a practice room for a 100-piece band or a vocal group of 150 pupils. There are also a music director's office, five rooms for instrument practice, three storage rooms for uniform and instrument storage.

Provision has been made for boys' and girls' towel rooms, a drying room for athletic equipment, and storage rooms for chairs, custodian supplies, and gymnasium equipment.

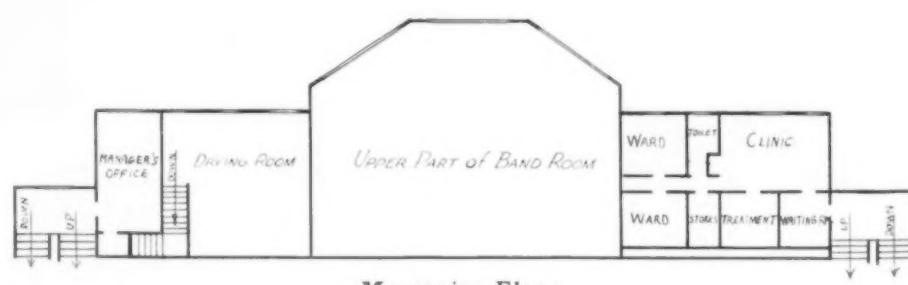
Space has been allotted for the completing of a general school administration office with separate quarters for the board of education and the superintendent of schools. The boys' and girls' physical-education directors have offices. There are also a house manager's office and rooms which will soon allow a complete school clinic to function.

The building has six sets of front outside doors which open out from the main lobby and five sets of doors which open into the gymnasium. On the front and side facing the street, there are glass-block windows with a vision strip of clear glass. The other two sides of the building have only steel-sash clear-glass windows.

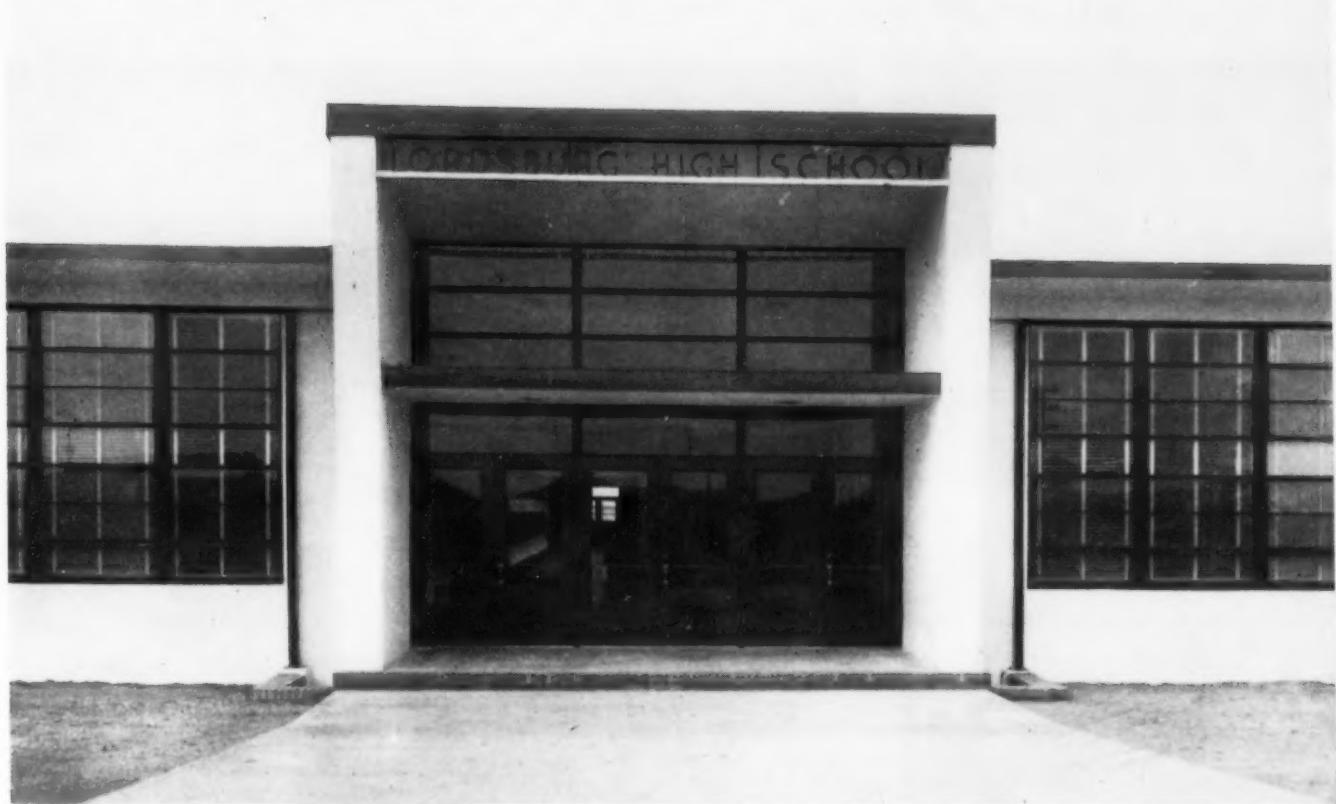
The service corridors, main lobby, locker rooms, and shower rooms have terrazzo floors, while the music rooms, classrooms, and office have asphalt tile floors. The gymnasium floor, which is the floating-type construction, has a birch top.

The lobby and the gymnasium have been painted seafoam green with a darker green base border; the corridor walls are buff, with dadoes of buff tile and a dark green base border.

The roof of the building, which is a curved deck type, is carried on steel trusses. The deck is reinforced with gypsum, poured over fiber-glass insulation and covered with a built-up four-ply felt roofing material.



Mezzanine Floor.



*Main Entrance, Lordsburg High School, Lordsburg, New Mexico.*

## A COMMUNITY HIGH SCHOOL

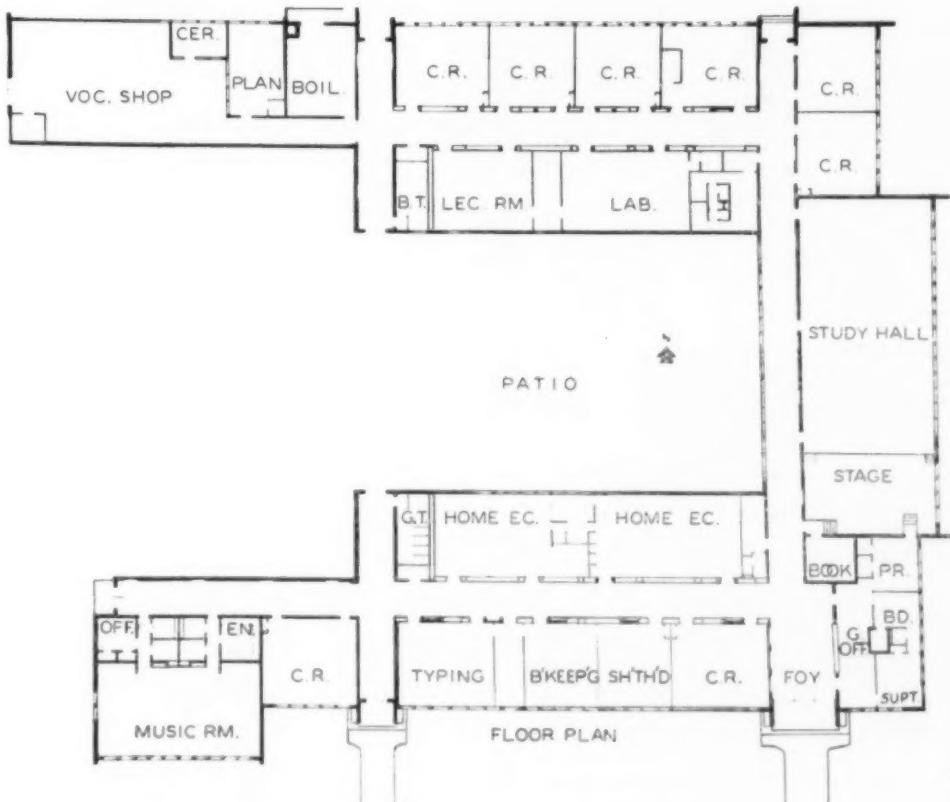
The Lordsburg, N. Mex., Municipal School District comprises 26 townships, the area of which is partly owned by farmers, stockmen, and urban people, and partly by the state and federal governments. A total of 78 per cent of the land is publicly owned.

The growth in the school population made it necessary in 1950 for the board of education to undertake the planning and construction of a high school building which should serve the growing school enrollment and the broadened program of education. The community voted school bonds in the amount of \$395,000 and after the educational planning had been carefully worked out by Supt. Wesley Freeburg, the architectural firm of Schaefer and Merrell of Clovis was employed.

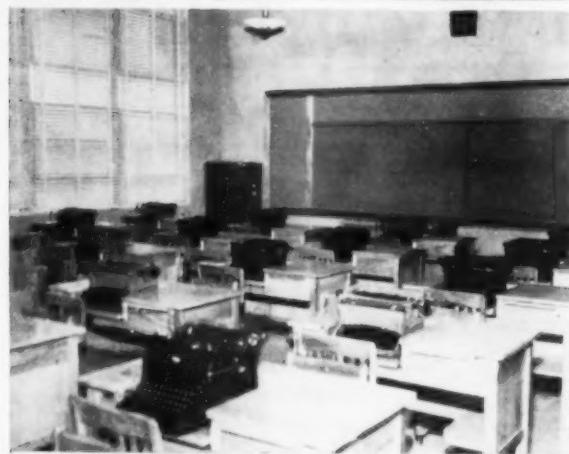
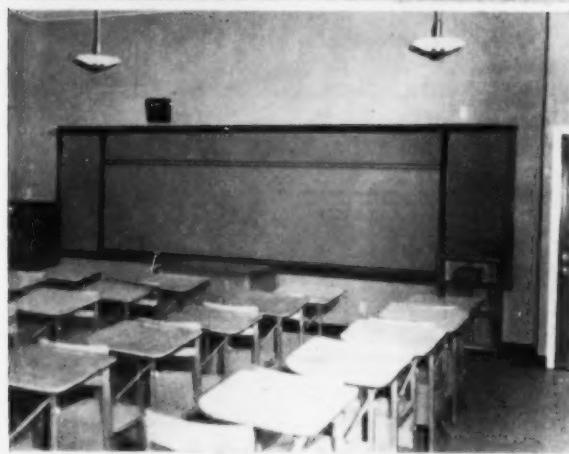
It seemed advisable to design the building in the contemporary style, using local architectural precedents, readily available materials, and taking into account not merely the present enrollment but the possible future expansion of the school.

The building is in the shape of a huge U, with the study hall, the offices, and two classrooms providing the connecting unit between the two wings. One of the wings includes four academic classrooms, a combination laboratory, a science lecture room which also serves for student activities, a large shop with a planning (drafting) unit, and the boiler and heating apparatus.

The opposite wing includes two academic classrooms, a home-economics suite, three rooms for the business education department, and a complete music unit.

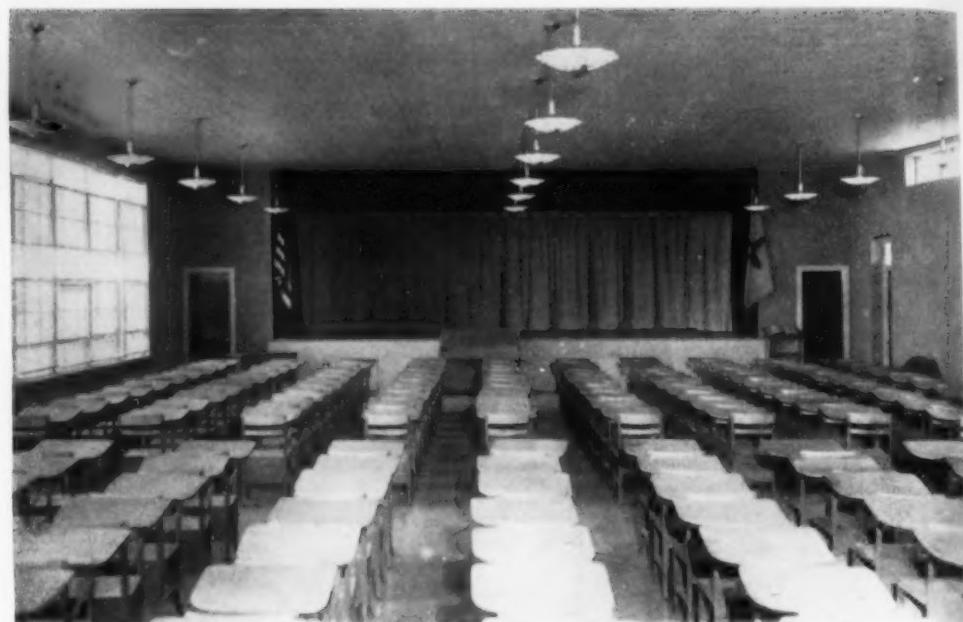


*Floor Plan, Lordsburg High School, Lordsburg, New Mexico.—Schaefer and Merrell, and Associates, Architects, Clovis, New Mexico.*



*Top: music room. Two: a typical classroom.*

*Three: the typing room. Bottom:  
main corridor.*



*The main study hall is not used for assembly purposes.*

The building is of type A construction with walls of cement plastered on the inside and stuccoed outside. The roofs are carried on structural steel frames and the roof deck is perlite. The floors are laid on reinforced concrete slabs with asphalt tile covering in the corridors and classrooms, and ceramic-tile floors in the toilets and rest rooms. The corridors and rest rooms have 5-foot wainscot of glazed tiles. In the classroom areas recessed lockers are placed in the corridors.

The building is heated with steam raised in boilers fired with natural gas. Thermostatic temperature control is provided.

All plumbing and heating pipes are laid in concrete pipe tunnels so as to be readily accessible.

The main lobby has a large built-in trophy case and is fitted with a carved marble drinking fountain, the gift of the Phelps-Dodge Corporation, an important local industrial concern.

The music department includes a large practice room fitted with risers. Adjoining it are a small music classroom, four practice rooms, an office, and an instrument and uniform storage room. Walls and ceilings are carefully treated with acoustic materials.

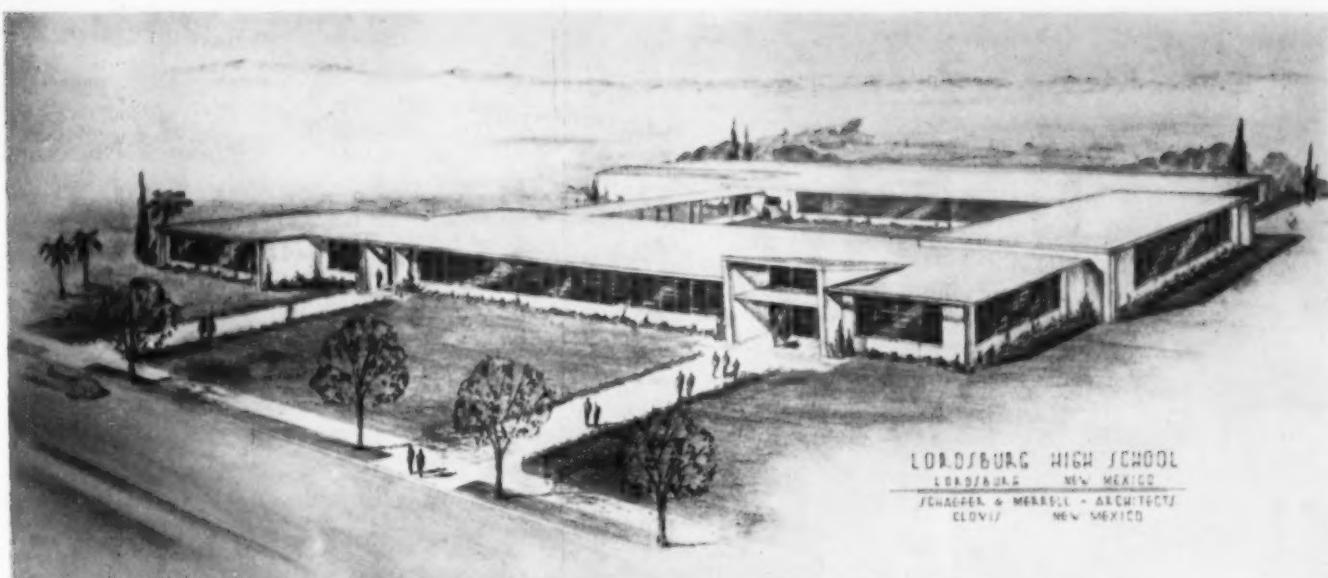
The commercial department is designed to provide training in typing, bookkeeping, shorthand, the use of office machines, and general office practice. A small room is set aside for office machines and is equipped with the latest devices.

The home-economics department, which is designed to accommodate 24 students, includes a foods laboratory with six unit stations planned for four pupils each. Separating this room from the sewing room are a fitting room, a laundry, and an office for the teacher. An alcove is furnished to illustrate the design and finishing of a home living room.

The study hall, which is seated with 200 movable chair desks, is equipped with a stage and a projection booth. Shades for darkening the room for picture projection are provided. The stage, which has movable tables and chairs, has bookcases along the back wall. The area will serve for the time being for library purposes. The large room is not intended to



*Top: view of general shop.  
Middle: cooking laboratory.  
Bottom: bookkeeping room.*



*Architect's Perspective, Lordsburg High School, Lordsburg, New Mexico. Schaefer and Merrell, and Associates, Architects, Clovis, New Mexico.*

serve for auditorium purposes. The auditorium and the gymnasium in the adjoining old high school building are used for those purposes.

The science department includes a combination chemistry and physics laboratory planned for 24 students, and a biology laboratory equipped for 22 students. A darkroom for photographic work, ample cabinets for instruments and materials, and a storage room are provided for the instructor.

The shop area, which is finished in factory style, is planned and equipped to provide training in woodwork, cold metal work, ceramics, and auto mechanics. A paint room is

equipped with explosion-proof fixtures. The work offered is adapted to community interests.

The building includes a total of 33,178 square feet of floor space. The cost was \$356,894, or about \$10.75 per square foot. The equipment, which was carefully selected for its educational usefulness, cost \$48,000. The educational planning was carried on by Supt. Wesley Freeburg with the co-operation of the teaching staff. The contract was let in April, 1951, and the building was completed in April, 1952, and occupied immediately.

This lack of materials presented a difficulty in helping prepare lay groups participate in the rating of buildings. Part of such preparation has consisted of briefing sessions of the writer with the laymen. Previous to this, committee members were asked to examine one or more publications dealing with school buildings. In some cases the lay groups proceeded to score buildings without further preparation. In others the writer accompanied them as they test-scored one or more buildings.

#### Differences in Practice

Another difference in practice has been that in some cases one general scoring committee has scored all the buildings of the district, whereas in others a separate committee, usually people living within the attendance area, scored a single building. The former plan generally results in more consistent and better scoring, as the same individuals get much more practice and thereby acquire skill in rating. They have in mind the same standards as they proceed from building to building. The plan of a separate committee for each building has advantages solely from the public relations standpoint, and enlists a much greater number of people in the study.

The type of membership of committees has also varied from system to system. In one case, for example, where there were separate committees, each group included the principal, a teacher, and several laymen from the attendance area, and one from a committee for some other school. In some instances, high school pupils served upon committees. Sometimes members of the school board serve and sometimes they do not. Likewise, the superintendent, assistant superintendents, elementary supervisors, and others may or may not be members of the committees.

Reasons for disagreement as to scores given buildings, among committees and the consultant, fall mainly into two categories. One is that committee members are unwilling to accept as desirable the recommendations made by professional educators. For example, many lay members of committees do not recognize the importance of having classrooms and school sites as large as modern educational standards call for. Again,

## Lay Scoring of School Buildings

C. W. Odell\*

One phase of the participatory school survey, as developed by the Service Division of the Bureau of Research and Service of the College of Education of the University of Illinois,<sup>1</sup> is the scoring of school buildings by local lay groups. As a professional school building consultant working with such groups, the writer has been interested to determine the validity of the scores given by these lay groups and those given for the same buildings by the survey expert.

The rating of buildings in terms of point scores is not the most significant outcome of such activities by local citizens. More important is the study of buildings from the standpoint of noting lacks and needs. For example, it is more important that the lay groups, and the general public also, realize

that the auditorium in a given school is inadequate and know why it is, than decide how many points on a scale should be its proper rating. Ratings in numerical terms have values. They make possible rather accurate comparisons and often are useful for propaganda purposes. Those who rate buildings should not be satisfied with giving them numerical scores, but should present in detail the reasons why buildings receive low scores, what disposition should be made of them, and if they are to be continued in use what renovation, modernization, and enlargement should be undertaken.

When the writer began his work in participatory surveys, there were not available up-to-date standards and accompanying score cards for this procedure. Several excellent ones, produced in earlier decades, had received wide use, but they had not been revised, and were not in accord with recent conceptions of the plants needed for modern educational programs.

\*Professor of Education, University of Illinois, Urbana.  
<sup>2</sup>Sumption, M. R., "A Self-survey for Developing a School Building Program," AMERICAN SCHOOL BOARD JOURNAL, 121:39-40, July, 1950.

(Concluded on page 78)



School bus picking up children at their home front gate. (Photo, courtesy Superior Coach Corp.)

## Our Evolving School Bus Standards

Burton H. Belknap\*

At the turn of the century a small start had been made in the consolidation of schools. School service areas surrounding mining and lumbering operations were expanding. Pupil transportation was already in effect in such areas. However, the conveyances were horse drawn and bodies varied from crude homemade types to the more refined construction by leading wagon and carriage manufacturers. Some of those homemade units were not too much different from the prairie schooners of days gone by.

As the automobile and motor driven truck became practical the manufacturers were not long in putting the motor-driven truck forward as the counterpart of school bus bodies provided by both local craftsmen and the wagon manufacturers of the day. Many of these early bodies were mounted on truck chassis or on sleighs drawn by horses when conditions required. By 1920 motor driven

school buses were making vast inroads into the fields formerly assigned to horse-drawn conveyances. True, they were of every conceivable type and variety. State laws, lack of such laws, or State Department regulations were responsible for the varied showing.

### The Origin of Standardization

The National Safety Council and the National Automobile Chamber of Commerce soon became concerned relative to the safety for the transported pupils who were riding in makeshift buses. As of September 9, 1929, the National Safety Council, through the offices of its Motor Truck Committee, sent standards drafted by the National Automobile Chamber of Commerce to school administrators, both state and local. These standards included safety school-bus design, qualification of drivers, safe operating rules, and powers of public officials to require compliance with design and operation rules.

Standards concerning the school bus as such deserve some comment here. These standards include adequate ventilation, an entrance door 24 inches in width and 48 inches in height as a minimum. The entrance door, if nonfolding, should swing outward. Double-hinged folding-type doors could open either inward or outward at the option of the owner. The standards provided for at least one emergency door at or near the rear end of the bus. The bus must provide a minimum road clearance of 18 inches and be at least 48 inches in height.

Buses were to be so constructed that there would be no obstruction to the passage of passengers through the emergency door. This door was required to be conspicuously marked on the inside, and the fastening device such that it could be quickly released in case of emergency, but protected against accidental opening.

Buses carrying both seated and standing passengers were allowed 16 inches seat space

\*Transportation Consultant, Delmar, N. Y.

in determining bus capacity. Aisle width was given as 14 inches with the proviso that "parlor" cars (forward-facing seats) might have a 9-inch aisle. (Standees likely were not allowed.)

The knee-room standard was 24 inches. That means that measurement, over the seat cushion, from the back of one seat to the back of the next seat forward should be a minimum of 24 inches. This conforms with our 27-inch seat spacing of today. The thickness of cushion makes up the difference. The standard seat space per pupil is now 13 inches, and standard aisle space is 12 inches.

### Standardization Progress

By 1939 sufficient interest and concern had been developed that meetings with state school administrators were held at Yale University and Columbia University. Representatives of the automotive industry, now known as the American Automobile Association, were in attendance as were National Safety Council representatives. A branch of the National Education Association, now known as the National Safety Commission, became a party to the proceedings.

The work of the 1939 meetings set the pattern for future meetings. The standards arrived at went a long way toward shaping up our current standards. The publication of these standards, wrapped in the National School Bus Chrome colors, three shades, went a long way toward paving the way for the medium shade of bus painting adopted by a considerable number of the states. These deliberations have proved a help in crystallizing the thinking of both the industry and school administrators. The way was paved for the big meetings of 1945 and 1948.

The meeting of representatives of chief state school administrators from 44 of the 48 states held at Jackson's Mill, W. Va., was



*The competent bus driver is careful in admitting and discharging children. (Photo, Dodge Bros. Co.)*

truly a work conference. The deliberations of the state representatives were guided by representatives of the National Safety Commission, a branch of the N.E.A., and enriched by contributions of the representatives of chassis and body manufacturers. A representative of the National Bureau of Standards served as counsel throughout the conference. Every detail of bus construction and operation was brought up for consideration. The published document represents the then last word in national school bus standards.

### Standardization Expansion

Shortly after the 1945 standards were received by participants in the meeting there were requests for another meeting. This time

the emphasis was on safety as it relates to drivers, bus operation, rules of the road, and bus identification. This meeting took place in Jackson's Mill, in October, 1948. The meeting was again of week-long duration. The first day was given over to a review of the bus standards established at the 1945 meeting. The four days of sessions following were devoted to driver qualifications, school-bus identity, signs, special lighting, heaters, ventilation, first aid, traffic regulations and their standardization.

To keep up with advancements in the industry, a meeting was held in Washington, D. C., the early part of November, 1951, for the purpose of establishing standards for integral school bus construction. There was definite effort made to keep away from conventional school bus standards except where the two were not subject to separation.

Anyone, industrialist or educator, who is interested in school bus standards will do well to write to the National Commission on Safety Education, 1201 Sixteenth Street, N.W., Washington 6, D. C., ordering a copy of the 1948 Revised Edition of school bus standards and also place order for the 1951 Edition.

The standards represent long strides in advancement of school bus design. However, there is a definite lag in their adoption in certain areas. In some cases there is prohibitive legislation, in others just the hindrance of the cost of change. Certain of these standards are worthy of second thought. The remainder of this article will be devoted largely to those standards and their significance.

### Bus Life Expectancy

The life of a school bus depends upon the ruggedness of the chassis, its power plant, the nature of its load, the efficiency of the driver, the nature of the route, the care and maintenance of the bus and, to a lesser degree, the miles which it travels. The low cost bus which meets the national standards may not always be the most economical bus to purchase. In making the purchase, what is to be expected of the vehicle should be taken into consideration. After all, it is what the bus costs in terms of per seat per year for the life of the unit which counts.

In this connection, there are two schools



*The modern school bus is as beautifully appointed and as comfortable as any public bus. (Photo, Superior Coach)*



*Careful and frequent inspections are responsible for economical and continuous school bus service. (Photo, Oneida Products Corp.)*

of thought. The one comes from the truck representatives who are concerned with the delivery of the load with the lowest per-ton per-mile cost. The other school considers the school bus as a passenger conveyance. What, therefore, goes on by way of improvement in automobiles has some bearing on the school bus chassis. You know the answer: More horsepower, greater flexibility, greater speed, less gear shifting, automatic choke, maximum torque at lower r.p.m. of the motor. But why go on? Just a little less time on the route will, many times, mean the possibility of covering a second route within the allotted time schedules. The more powerful motor with low r.p.m. for maximum torque means greater life.

#### Bus Identification

National school bus chrome-medium shade with black trim — is the standard school bus finish. However, laws have been passed which specify a color known as national school bus chrome, period. Even with the medium shade there are wide variations. The National Bureau of Standards is now working on this problem and hopes to come up with the answer. As to black trim, this is the surest way of distinguishing a school bus from a tractor-trailer or a large enclosed truck at a distance.

The 8-inch school bus sign was presented at the 1945 Jackson's Mill meeting and turned down. However, it was up for discussion again at the 1948 meeting and adopted. Both the size and the required locations are subject to question. There is not room enough on the front of the bus for the sign above the windshield without attaching an unsightly "billboard" projecting high enough to cut out the usual cluster of amber roofline running lights. Aside from this objection, a sign with 6-inch letters and  $\frac{1}{4}$ -inch strokes in the same 36-inch wide space can be identified at a 25 per cent greater distance than can a sign with 8-inch letters and inch strokes crowded into the same 36-inch width. With letters of not to exceed 6 inches such signs can be built into the body shell and be provided with illumination when needed without interfering with the center roofline running lights.

The proper place for the rear sign is at the beltline, with the red stop lights at either end. Here the 6-inch letters can be spelled out and the red stoplights can be seen. Red lights of any kind have no place at the front of a school bus. This arrangement should be reserved for ambulances and police cars, and for the revolving red lights on road trucks and snow ploughs. Then too, any red stoplight at either end of a bus is useless if its position is high enough so that the driver of an oncoming vehicle is in such range that his line of vision clears the top of the bus.

#### Directional Signals

Much improvement has been made in these necessary signals. The most desirable directional signal for the rear of the bus is the oblong combination with the stop light. These combinations provide about 28 square inches of area, with a red lens and wide amber arrow. They can be mounted at the rear beltline. Front directional signals will still have to be mounted in the crowns of front fenders of conventional buses. However, they should be the large oblong type or 5-inch diameter round ones. The lens should be amber and the directional arrow in white light. For transit buses these front lights may be placed

below the windshield and should be of the same color as for conventional buses and oblong in shape.

#### The Emergency Door

This is a much talked about and little used part of the school bus. Its origin was the back steps and iron rail of the old city omnibus and was later copied by the builders of the first horse-drawn school coaches. The emergency door has been with us ever since. However, from the standpoint of safety, there is question as to its location. Body framework with heavy steel member crosswise at the seat level and perpendicular at the center location, most certainly means a more rigid back when accompanied by inner and outer metal panels than the framing of a door to open at the rear of the bus body.

By way of answer to all the arguments for such center rear location, it may be asked why not hinge the tops of the windows over the lounge seat to allow these windows to swing out in case the bus is tipped over. In an upright position either the emergency or the entrance door is available for exit. Beyond this, the worst collisions involve the ramming of the back of the bus by some vehicle whose brakes are not equal to those of the school bus.

#### The Transit Bus

The transit school bus is definitely with us. With transit bus manufacturers coming into the field it will be necessary to consider the variables from conventional school buses as we know them. With their advent on the scenes, we have 12 volt ignition systems and air brakes as standard. Of course, the air operation of entrance doors and windshield wipers are a part of the complete air pressure control system. Members of the industry hold that they are dependable and efficient. The long life and low maintenance costs repay the initial outlay.

With lower floorline through integral construction, the headroom can be increased thus providing for greater comfort for standees and taller windows and permit rapid escape in emergency by merely lowering the top sash. The over-all height will still be no greater than for the conventional bus with a 31 to 33-inch frame and over-all body height of not to exceed 76 inches. Either nicely clears the standard 10 foot garage door.



*Examples of 1929 school buses. One is factory made, the other homemade.*

# Job Classification Procedures for Noncertificated Personnel

*R. M. Roelfs\**

Noncertificated school personnel have assigned to them a great number of duties and tasks which if satisfactorily performed will materially assist the program of teaching and learning in the school setting. The only justification a school governing body has for placing employees other than teachers on the payroll is that, in one way or another, the noncertificated personnel contribute through their services toward the realization of the educational objectives of the school.

Since these personnel are important in both number and function to a school organization, adequate attention should be given to the administrative policies related to these employees. Paramount to developing sound personnel policies is that certain basic information be known and organized in a readily usable form. A complete job-classification study is advocated as one method of collecting and organizing essential job data. Through this process each job is identified, defined, related to other jobs as to kind and difficulty, and described in terms of the qualifications needed for successful performance. When this basic information is available about all the jobs in an organization, personnel administrators are better able to formulate sound policies and to make wise decisions concerning the selection and recruitment, placement and assignment, transfer and promotion, dismissal and retirement, and compensation of employees.

## Dangers of Failure to Act

The failure of some public school systems to provide adequate machinery for the administration of the nonteaching employees, particularly in the areas of selection, promotion, and compensation, is likely in time to deprive local school boards of some of this power through legislation. In many large city school systems, the noncertificated personnel are administered by nonschool authorities or according to policies and standards in which school officials have had little or no part. Some political scientists regard the school system as just one branch of the local government and propose that all school employees be included under a general merit system. Writers in school administration,

\*Assistant Professor of Education, School of Education, University of Arkansas, Fayetteville.

in general, regard this loss of power of selection as a serious blow.

The best defense against such a development would seem to be satisfactory methods of school employee selection, plans of promotion, and classification. Boards of education and their executives often lose sight of the fact that they are large employers of labor and that even in some of the larger cities, they are the largest single employer. Industrial organizations, large business concerns, and nonschool governmental units have in general seen the desirability of uniform personnel methods. School systems should at least help to develop constructive policies of personnel administration.

Little attention has been given to this topic in educational literature. One reason may be that the problems of classifying positions in public schools are not essentially different from those in other governmental activities. While the problems are in general the same, it was believed that there would be some value in translating general classification theory into educational practice by attempting to apply job-classification principles to noncertificated positions.

## Desirable Classification Practices

Several general statements of desirable practice and procedure in the classification of noncertificated positions in large city schools are suggested:

1. Classification plans are unique to the school systems for which they are developed and are by no means transferable *in toto* to other organizations, even though two school systems are very similar in size and departmental organization.

2. Informing all persons who will be affected by a classification study of the proposed project is an important early step that should not be overlooked.

3. The classification survey and the development of a plan for a large city school system is a technical undertaking requiring special knowledge of principles and procedures and requiring considerable time to plan and formulate.

4. A better plan will be developed when employees as well as administrators have a part in the development of the classification scheme. Since it is the employees' po-

sitions which are being grouped, they have a special interest in the disposition made and have a right to understand the basis on which the classification is made.

5. It is generally agreed that a classification plan should be based upon the duties and responsibilities of the positions which make up the class groups.

6. In order for the classification plan to accomplish its purposes, all noncertificated positions should be included in it.

7. The plan should represent a systematic arrangement of all classes of positions so that the relationships are readily apparent and uniform treatment of similar positions and classes is possible.

## Classification Survey Desirable

8. The information which needs to be collected in a classification survey depends upon the purpose of the survey and the anticipated use of the data. In general, one needs to know (a) the duties and responsibilities of each position, (b) the qualifications demanded by each position, (c) the nature and extent of supervision received and exercised by the person filling each position, (d) the relationship of each position to all other positions, and (e) the working conditions of each position.

9. The most reliable method of collecting data in a classification survey is through studies of individual positions by trained analysts, but this method entails too much expense for many school units.

10. The method of gathering job data by requesting employees to complete questionnaires has serious shortcomings and is not satisfactory when used alone.

11. A practical compromise in collecting information in a classification survey is to rely on the questionnaire for the basic information about the positions and to use interviews and position audits to supplement and check the information provided by the questionnaires.

12. The main weakness of the questionnaire can be partially overcome if the administration of the questionnaire is preceded by thorough indoctrination and instruction for those persons who will fill out the questionnaire, in which the purpose of the survey and the importance of employee participation in it are emphasized.

## Lines of Promotion for Workers in

### Number and Characteristics of Classes

13. The number of classes into which the noncertified positions are grouped depends upon numerous factors in each particular situation such as (a) the total number of noncertified positions, (b) the plan of organization for noncertified services, (c) the legal restrictions and specifications applicable to the situation, and (d) the nature of the personnel policies of the school unit.

14. There should be a sufficient number of class groups so that only those positions with common characteristics and those which are concerned with the same kind of work are grouped together. On the other hand, the number of class groups should not be so great that one of the main advantages of classification—that of allowing several positions to be treated in one category—is not realized.

15. It is important that a classification plan shows the relationships among classes horizontally as well as vertically. The promotional line can be seen from the arrangement of class groups in a series as to kind, but the difficulty relationships of the classes are also essential in order to permit comparisons of classes across departmental lines in respect to their relative worth.

16. In the development and installation of a classification plan, more satisfactory results are obtained if decisions are made by a small group rather than if one individual is given the responsibility to determine class boundaries, relative difficulty of class groups, qualification standards, allocation of positions to classes, etc.

### Class Titles

17. A uniform system of class titles should be used throughout the noncertified service. Titles which are not lengthy or complicated lend themselves to more convenient use. Class titles should be descriptive of the class and of all the positions in the class. The titles, like the classes which they represent, should not be too broad and yet not too restrictive.

18. A system of nomenclature which follows closely the system used in other governmental units in the same area which hire similar kinds of employees would facilitate comparisons and studies for determining compensation rates and evaluating previous work experience in these units.

19. The type of organization and the extent of detail included in the class specifications will depend somewhat upon the use to be made of them. Usually contained in the class specifications are: (a) a definition of the class or the distinguishing characteristics of the class, (b) descriptions and examples of the typical duties and responsibilities performed by the class, and (c) qualifications required for the class in the way of education, experience, skills, personal and physical characteristics and

### Series: Transportation

Classes: Truck Driver  
School-Bus Driver  
Automobile Mechanic  
Supervisor, Fuel and Transportation

#### Class Title: TRUCK DRIVER

Duties Statement: Under supervision of a Supervisor of Fuel and Transportation or other officer, to operate, clean, lubricate, and make minor repairs on or to a motor truck, and to load and unload materials therefrom; and to do other work as required.

Examples of Typical Tasks: To haul coal, ashes, rubbish, furniture, equipment, and supplies to designated places; clean, oil, and make adjustments and minor repairs to the truck; to be responsible for the truck while it is under his charge; to load and unload truck when required.

#### Qualification Standards:

Education and Experience: Elementary school education and at least two years experience as a truck driver; 21 years of age, possession of a valid chauffeur's license.

Additional Desirable Qualifications: Experience in maintaining motor vehicles; knowledge of traffic regulations; ability to make minor repairs and adjustments to trucks; ability to understand and carry out both oral and written directions; good physical condition.

Usual line of promotion: From: None To: School-Bus Driver

Salary Range:

### Series: Transportation

Classes: Truck Driver  
School-Bus Driver  
Automobile Mechanic  
Supervisor, Fuel and Transportation

#### Class Title: SCHOOL-BUS DRIVER

Duties Statement: Under direction of a Supervisor of Fuel and Transportation or other officer, to drive a special school bus for transporting (elementary school children, and/or) handicapped children to and from school; and to do other work as required.

Examples of Typical Tasks: To help load and unload handicapped children into or from the bus; to drive to children's homes or designated routes for school children in the morning and return them at night; to gas, clean, oil, and make adjustments and minor repair to the bus;

And/or, when not driving a school bus to assist in the garage washing buses and cars; driving trucks in absence of truck drivers, hauling coal, ashes, rubbish, topsoil, etc.; washing walls in schools; cutting weeds; scraping school playgrounds and driveways; rolling lawns, cutting grass; helping in the refinishing of furniture by removing varnish, sanding or scraping, staining or shellacking chairs, desks, etc.

#### Qualification Standards:

Education and Experience: Common school age; possession of a valid chauffeur's license, or equivalent experience, at least 21 years of age in maintaining motor vehicles; carefulness, reliability, good health, strong physique, etc.

Additional Desirable Qualifications: Excellent vision and hearing.

Usual line of promotion: From: Truck Driver To: Automobile Mechanic

Salary Range:

### Series: Transportation

Classes: Truck Driver  
School-Bus Driver  
Automobile Mechanic  
Supervisor, Fuel and Transportation

#### Class Title: AUTOMOBILE MECHANIC

Duties Statement: Under direction of a supervisor of fuel and transportation or other officer, to maintain a variety of makes of automobiles and automotive equipment, including buses, trucks, tractors, and mechanical equipment used within the school service by adjusting, repairing, replacing, and overhauling engine and chassis and related parts, and to do other work as required.

Examples of Typical Tasks: Repairing or overhauling automotive and tractor engines, inspecting, adjusting, and replacing necessary units and related parts including valves, pistons, and main bearings, assemblies, lubrication, cooling, fuel and exhaust systems; timing camshaft and ignition; adjusting connecting rods and main bearings; repairing or overhauling chassis units, including brake systems, transmissions, differentials and front and rear axles; removing and installing engines, transmissions, rear axles; inspecting, adjusting and replacing necessary units and parts in tractors, coal conveyors, air compressors, and scrapers;

And/or, operating spray gun, painting truck and bus bodies and chassis; operating acetylene torch, heating and welding metal parts such as rocker arms, brackets, fenders; doing minor repair work on automotive equipment bodies such as replacing tail gates, side gates, repairing and installing door locks, window lifters, and sills; reboring cylinders with portable grinder; overhauling and repairing cement mixers; lawn mowers, air compressors and painting any of the above equipment.

#### Qualification Standards:

Education and Experience: Education equivalent to graduation from an elementary school and preferably completion of two years in a vocational high school with courses in repairing and overhauling a variety of automotive equipment; three years successful experience as a mechanic or mechanic's helper.

Additional Desirable Qualifications: Knowledge of standard practices and processes in re-

## Transportation, Akron Public Schools

pairing various types of automotive equipment; some ability to supervise and instruct helpers; mechanical aptitude; good powers of observation; physically active.  
Usual line of promotion: *From:* School-Bus Driver *To:* Supervisor of Fuel and Transportation  
Salary Range:

### Series: Transportation

**Classes:** Truck Driver  
School-Bus Driver  
Automobile Mechanic  
Supervisor, Fuel and Transportation

#### Class Title: SUPERVISOR, FUEL AND TRANSPORTATION

**Duties Statement:** Under direction of an Assistant Superintendent of Schools or other officer, to prepare bids for coal and supervise the activities of the school coalyards; to assign trucks, buses to various activities; supervise the maintenance of automotive and miscellaneous mechanical equipment; and to do other work as required.

**Examples of Typical Tasks:** Write specifications for coal bids; take and prepare coal sample for testing; order and supervise the delivery of coal to the various schools; purchase supplies and equipment necessary for the operation of coalyard; check and approve bills for coal, freight and other purchases;

Write specifications for motor equipment purchased by the board of education; tabulate bids; supervise and direct the operation of school buses, arrange schedules, compile all board records and state reports on pupil transportation operation and costs;

Supervise the repair and maintenance of all automotive equipment, and mechanical equipment; direct the work on athletic fields, lawns, playgrounds, driveways, sidewalks.

Compile reports and records on all the above-mentioned work.

#### Qualification Standards:

**Education and Experience:** Education equivalent to graduation from a standard high school or vocational high school; five years progressive experience as a journeyman engaged in automotive repair work and at least two of these five years in a supervisory capacity.

**Additional Desirable Qualifications:** Thorough working knowledge of the practices, processes, materials, machines, and tools; design, construction, assembly, adjustment, and maintenance of automotive and mechanical equipment; ability, to make estimates on repair work; ability to direct the work of others; physically active.

Usual line of promotion: *From:* Automobile Mechanic *To:* Supervisor of Maintenance  
Salary Range:

capabilities. Other desirable areas sometimes covered in the class specifications are the supervision received and exercised by members in the class, and the usual line of promotion to and from the class.

20. Class specifications should be consistent in style and expressed clearly and definitely.

21. Provisions should be made for individuals to register protests to responsible school officials and file requests for reconsideration of the allocation of positions which they feel are improperly treated in the classification structure. A more defensible plan will evolve and there will be a more wholehearted acceptance of it when individual employees and employee groups are encouraged to contribute suggestions for betterment and when attention is given to criticism by rank and file workers.

### Administration of Plan

22. The classification plan will be of greater utility to school officials and employees if its essential components—class specifications, rules and regulations, definition of terms, and an outline of the classification framework—are assembled in a systematically organized handbook, properly indexed and readily available.

23. Continuous administration of a classification plan is necessary. Interest in classification cannot afford to subside once a plan is developed, adopted, and installed. Changes and revisions are needed from time to time; the program of infor-

mation to employees needs to be carried on; and periodic audits of all classes are necessary.

24. In governmental work, the record of boards and commissions in administrative roles has not in general been commendable. Experience has shown that as a rule they are not properly constituted to perform administrative functions but are much more effective as policy-forming bodies. The trend in thinking and practice is to shift the administration of the classification plan from a multiple-headed board to a competent trained and experienced personnel administrator who with his staff administers the plan in accordance with the rules and policies formulated by the board to which he is responsible.

25. A classification plan is of little value unless it is put in effect and actually used and followed. Established procedures and rules are necessary to insure that the classification plan will be effective and useful in the administration of personnel. Since uniform treatment is one of the main accomplishments possible with a classification plan, the procedures should be uniform for all persons under the plan.

26. The rules and regulations governing a classification plan should be reasonably definite, easily interpreted and with single meanings but yet general enough to allow some flexibility in administration.

27. The allocation of individuals to classes should be preceded by an inventory of the personnel or a personnel audit. The

classification plan based on a survey of the positions provides the framework for the organization of positions and the hiring specifications. The allocation of individuals to classes is a matter of matching personal qualifications with the qualifications demanded by the particular class.

28. Providing a basis for determining pay is only one of the several ways in which a classification plan can be used to advantage. Problems in recruitment, selection, transfer, promotion, dismissal, and retirement are also more likely to be met in an equitable and impartial manner when a well-developed classification plan is used. Classification surveys frequently contribute to the improvement of organizational plans, budget procedures concerned with personnel, and in employee-management relations.

### The Akron Plan

A brief look at portions of a classification plan which is now in effect will give the reader an opportunity to visualize some of the applications discussed in this and the two previous articles. The Classification Plan for the board of education, Akron, Ohio, is typical of the plans used in several of the larger cities. This particular plan has been developed by the Municipal Civil Service Commission under the authority of the Ohio Civil Service Laws.

All noninstructional employees of Akron are identified as being in one of three "services": (1) Professional and Allied Service, (2) Clerical, Administrative, and Fiscal Service, or (3) Maintenance and Custodial Service. Each of the above services contains several "series." A "series" is composed of two or more classes similar as to line of work and constituting steps in the usual line of promotion. For instance, the various classes of positions in the Maintenance and Custodial Service are arranged in nine series as follows:

#### Carpentry Series:

Rough Carpenter  
Carpenter  
Carpentry Foreman

#### Cook's Series:

School Cook  
Senior School Cook

#### Custodial Series:

Janitress  
Assistant Custodian  
Custodian  
Supervising  
Custodian

#### Electrical Series:

Electrician  
Electrician Foreman

#### Miscellaneous Series:

Stockhandler  
(Supply Yard)  
Stockhandler  
(Warehouse)  
Supervisor of  
Maintenance

#### Painting Series:

Rough Painter

Painter  
Painter Foreman

Plumbing Series:  
Plumber's Helper  
Plumber  
Repairman  
(Machine Shop)

Thermostat  
Mechanic  
Plumber and Heat-  
ing Foreman

Transportation Series:  
Truck Driver  
School-Bus Driver  
Automobile  
Mechanic  
Supervisor, Fuel and  
Transportation

Utility Series:  
Utility Man  
Lawn Maintenance  
Man  
General Utility Man  
Subforeman  
Labor Foreman

(Concluded on page 64)

# COURT OPINION Concerning Local School Board Operations in New Jersey-II

*Stephen F. Roach, Ph.D.\**

### III. BOARD OF EDUCATION CONTRACTS

To judge from the number of disputes reaching the higher courts in New Jersey, it would appear that the matter of school-board contracts involving the construction and repair of buildings, and the supply of materials — to which type of board contract the comments in this section will be limited — is one of major importance in school-board operations, being second only to that of a board's relations with its instructional personnel.

#### General Decisions

Judicial opinion is now firm that neither the city governing body nor the city comptroller can repudiate contracts made by the board of education. In contracting, a city school board acts as an agent of the municipality and the contract is a contract of the municipality. The local board has sole control over all matters which grow out of any contracts it is empowered to make. A local board can not bind the municipality it represents by any contract which is beyond the scope of the board's powers.

Board contracts are not legalized until they are presented and passed at a regularly called board meeting. The authority of a board to enter into a contract is corporate in nature and may not be delegated. Contractors are presumed to know that in making a contract with a school board all state laws are to be observed.

A local board may be liable for contracts entered into by board employees acting as its implied, though not necessarily authorized agents and such liability may be established when, through a series of earlier dealings of a related nature, similar contracts had been ratified by board actions or conduct. The personal interest of a board member in a board contract, whether direct or indirect, selfish or unselfish, is sufficient to invalidate the contract and permit its cancellation by the board.

#### Contract Plans and Specifications

It would appear that the following principles are controlling: the clause in a school-board contract that guarantees compliance with the contract specifications is

coextensive with the contract, and in accepting that clause, contractors will be presumed to have guaranteed the results stated in every portion of the specifications. Local boards may incorporate as contract requirements reasonable variations of the pertinent state board specifications.

#### Contract Proposals, Bids, and Awards

Among the pertinent judicial principles are: contracts as awarded by local boards are to correspond with the specifications upon which the contract bids were invited; boards are to give full publication to the criteria which are to govern all bidders; the board functions of advertising for, receiving, and opening bids are purely ministerial or administrative and may be delegated. Boards are not authorized to accept a bid unless it conforms to such specifications as had been furnished to all bidders.

A local board's power to award a contract is limited by the statutory provision concerning the "lowest responsible bidder." The determination of the responsibility of a bidder is a judicial matter, and is for the board's bona fide discretion, after investigation, and upon notice and hearing to the bidder affected. The finding of a local board as to the irresponsibility of a bidder is final and will not be judicially disturbed unless taken in bad faith or unless proofs of the bidder's responsibility are such as to satisfy reasonable men. In the absence of any question as to financial responsibility, the lowest bidder is entitled to a contract award as a matter of right.

#### Contract Performance and Recovery

The related subjects of performance of contracts and recovery on performance have been the bases for occasional litigation. As a result, the following principles have been established: A contractor who has received the benefit of full contract performance by a local board of education cannot object that the contract and its performance were not within the powers of the board. The burden of proof that neglect, or default, by the board of education caused delay in contract performance is on the plaintiff contractor. The municipality is not authorized to interfere with any action which a local board proposes to take concerning performance on a board contract.

#### Surety Bonds, Liens, Assignments, and Attachments

The following judicial principles would seem to have been established: The action of a board, in taking possession of an uncompleted school building and reletting the contract competitively, is not an acceptance of the building and hence does not serve to release the surety of the defaulting, original contractor from the posted bond or terminate the rights which existed under that bond. Performance bonds are primarily to secure the public and secondarily to benefit the subcontractors who furnish the labor and materials for a board contract.

When a board owes money to a contractor for a specific debt, the money due goes to the contractor's assignee rather than to his creditors, and the fact that an attachment has been granted against the money owed by the board has no legal effect. In a lien action, money due a contractor from a board is to be applied first to claims for labor due and materials furnished, before the contractor or any of his general creditors are to reach it.

### IV. BOARDS OF EDUCATION AND THEIR TEACHERS

As was probably to be expected, the category of school-board operations which has led to the most litigation has involved the relationships between school boards and their employees. Within this category, relations between boards and teachers have been most productive of controversy.

#### Certification, Selection, and Appointment

Insofar as judicial opinion exists with regard to these three aspects of teacher-board relationships, it appears settled that the selection of a teacher is an act judicial in nature and requires corporate action by the board. The powers of a board to employ teachers are limited only to the extent provided by the state Tenure Law. And the powers of a board to make rules and regulations concerning teachers and their employment do not carry with them the right to abrogate definite salary contracts.

#### Assignment and Transfer

Judicial opinion with respect to these aspects of board-teacher relationships are

\*Jersey City 2, N. J.

meager and comparatively recent. The courts hold that a local board possesses full authority to transfer teachers between grades, subject only to the extent provided by the Tenure Law. The right of a board to assign or transfer teachers rests in the board's sound discretion and good faith.

#### Dismissal of Teachers

Controlling principles here would appear to be: Teachers under contract to a board of education are bound by the provisions of the School Law and are barred from having their dismissal reviewed except in one of the statutory tribunals established to hear educational controversies. The argument of "incompetency," when used by a local board as a basis for teacher dismissal, is to be based on proof, not upon mere possibility. School boards may dispense with the services of teachers if necessary to effect desired economies, but such dismissals must be made in good faith. A board's power to discharge teachers is limited only to the extent provided by the Tenure Law. Lastly, the statutory provision which prohibits local boards from discharging tenure teachers without cause is but a regulation of the conduct of the board, and not a term of a continuing contract of indefinite duration.

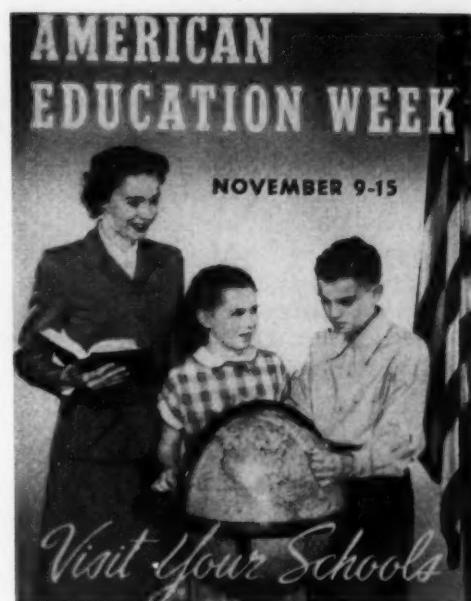
#### Contracts for Teaching Services

The subject of teacher contracts has also received attention from the higher state courts. As a result, it is established that teacher contracts may be either in writing or parol; that teacher contracts are not personal property and are not assignable from one board to another; that boards are to maintain either a teacher salary schedule or specific teacher contracts. Teacher contracts are with the school corporation, and are to be signed by the board in corporate session, not by the board members individually. Written teacher contracts speak for themselves and are not to be changed or altered by parol testimony. Boards are not bound by contracts with tenure teachers for more than the current year.

#### Payment for Services

The single phase of school-board operations which has received the most frequent attention of the higher courts is that involving payments for teacher services. Accordingly, it is now settled that the statutory provision which prohibits a local board from reducing the salary of a tenure teacher, without cause, is but a regulation of the board's conduct. It is not a term of a continuing contract of indefinite duration and is necessarily to be viewed in relation to the statutory provisions for the annual appropriations to defray the cost of maintenance of the school system.

It is also settled judicially that a local board is permitted to set up a committee to make recommendations to the whole board with regard to teacher salaries. The



failure of a board to act under a salary schedule for "many" years is evidence that the schedule is not in effect. The motives, reasons, and considerations of a local board in exercising its powers to fix teacher salaries are not necessarily evidence of bad faith. A board is not permitted to decrease the basic salary of tenure teachers.

A board is authorized, but is not required, to adopt a salary schedule, and such schedules may be repealed by the board without the impairment of tenure or contractual rights. The power to make, alter, amend or repeal a salary schedule is vested in each successive board, and adjustments in such schedules are permitted from year to year as appropriations and other circumstances dictate.

A board rule providing for salary increments is a mere declaration of board policy that is at all times subject to abrogation, by the board, in the public interest. The inaction of a local board is not implementing a salary increment, when such implementation is required by board rule, is not an arbitrary withholding of that increment. Increments do not become a part of a teacher's salary until they have accrued under an existing board rule, but such increments, once accrued, may not be repealed. Increments which have not yet accrued are subject to the control of the local board each time before they become absolute.

#### Teacher Tenure

From the instances where the courts have ruled on the general aspects of teacher tenure it appears established that teachers who possess tenure have a legislative status, not a contractual one subject to no modification by the local board. A board is liable under the tenure statutes even though it employs a teacher on a "substitute" basis, so long as it assigns her to a regular teaching position in the same manner as tenure teachers and so long as the teacher has actually served the requi-

site period of years required by the Tenure Law. A board rule which excludes married women from acquiring tenure might be violative of constitutional limitations, as not being in the general good and welfare, and hence is reviewable on certiorari.

#### Workmen's Compensation

Adjudication relating to a local board's obligation to its instructional employees under the New Jersey Workmen's Compensation Act has held that local boards will not be liable under the state act for injuries received, unless the injury clearly occurred in the course of, and arose out of, the individual's employment by the board.

#### SUMMARY

Analysis of more than 350 court decisions rendered in the higher courts in New Jersey, between 1844 and 1950, showed that more than a thousand separate judicial rules had been formulated and applied with regard to controversial actions undertaken by local school boards.

Analysis of these individual judicial rules showed that the New Jersey courts have fashioned a recognizable pattern which local boards are expected to follow in their day-to-day operations. The pattern is made up of two aspects. The less general aspect consists of almost two hundred "principles" which control the various categories of local board affairs in that state. It was with some of these controlling principles that this article dealt. The more general aspect consists of broad "propositions" which, in effect, establish an operational philosophy under which local boards are expected to function. This philosophy might be delineated as follows:

1. In general, the provisions of the School Law affecting local board operations are prospective in their features, not retroactive.
2. The scope of local board duties and powers will be construed broadly by the courts.
3. The courts will not review a board's exercise of discretionary judgment where that exercise was reasonable, sound, and in good faith.
4. In educational controversies involving local board operations, the first recourse is to be to the tribunals established by statute.
5. Local board operations are limited by the general School Law or by applicable special legislation.
6. Local board operations relating to powers granted by special legislative enactment are to be conducted in strict conformity with the pertinent statutes.
7. The duties and powers of local boards are governmental in nature, and subject to the public interest.
8. Boards are expected to act in good faith and in the "general good and welfare."

(Concluded on page 76)

# The American School Board Journal

William C. Bruce, Editor

## LEGAL GUIDANCE

THE basic philosophy of American government as a government of law is reflected in Dr. Stephen F. Roach's two significant articles in the October and November issues of the JOURNAL explaining the legal control of local school operations. While the papers cover specifically only the situation in New Jersey, they do make clear that all school boards and their professional employees are similarly dependent under the letter and the interpretation of the laws of their respective states. It would be valuable for all school boards to have available rather complete summaries of their legal powers and limitations. If such statements were prepared and kept up to date by the state education departments for guidance in the preparation of rules and regulations and for the day to day work of the schools, endless difficulties and embarrassments would be avoided.

## THE BUSINESS OFFICIALS

THE annual convention of the Association of School Business Officials, in Atlantic City, October 12 to 16, gave evidence again of the growing career character of the men who administer the business of the city schools. If these men have anything in common it is their eager devotion to the betterment of the educational and social service which the schools are giving. They understand the necessity of making the school dollar serve to the greatest degree possible the instructional program and the total interests of the children, and they have the specialized knowledge and the techniques for making efficient use of the dollar. They deserve full professional recognition from the chief school executives and the school boards. The greater their prestige the better will be their morale and service.

## A FINAL REPORT

JAMES A. GANNON, who retired last summer from the Washington, D. C., board of education after twelve years of distinguished service, rendered a service to the schools and the people of the District in the form of a final report. In a communication to the *Washington Post*, he called attention to the onerous nature of board membership which in the nation's capital requires endless hours of respon-

sible work for the 96,000 children enrolled in the schools; he wrote in passing about the abuse heaped on board members and the thankless character of the work, and he called attention to the financial difficulties of the schools due to the failure of Congress to make the school board fiscally and administratively independent and responsible only to Congress. The budget of the schools must be approved by the District Commissioners who invariably cut the budgets and the requests for needed school buildings, with the result that the schools are operated in a chronic state of austerity.

Dr. Gannon makes three observations which deserve consideration:

Of the nine-member school board, three are colored and three are women. Terms are for three years, and except for reappointments, the three new members are sworn in on the day of the reorganization meeting, July 1. This arrangement tends to perpetuate the president in office as long as he cares to stay. The three new members, who are inexperienced, usually vote for the president whom they see occupying the chair. The board has only nine members.

All the president needs is one more vote with his own to make a majority of five, which re-elects him. This creates an unhealthy situation, which is not for the best interests of the board, or of the public.

The board is a policy-making body which should see that its policies are carried out by administration. The methods used should be left to administration, which is presumably trained to perform this function.

The schools belong to the taxpayers, who should be consulted on all questions which affect the children. They should be notified well in advance of any contemplated change, and their wishes should be carefully considered.

In closing his comments, Dr. Gannon paid a high tribute to the administrative and supervisory staffs and to the teachers — earnest, industrious, interested, and efficient — who are doing the immediate job of the schools.

It would be most helpful to any community to have retiring members summarize their observations and to pass on to the community and the continuing members of the school board a bit of the wisdom and the sense of service which they put into their work for the children.

## PRIVILEGED COMMUNICATIONS

TEACHERS quite as much as social workers are the recipients of highly personal and confidential information concerning children and entire families. It is their responsibility to keep these professional secrets as carefully as do doctors, social workers, and court attachés. Such information cannot be discussed at the teachers' lunch or in faculty meetings; it is distinctly not a matter which permits of gossip.

The teacher or supervisor who is careless about privileged communications makes himself liable to possible damage suits and gives evidence that he has not arrived at a professional understanding of his work and his position. On the other hand, teachers have no right to withhold from responsible police or court officials the facts which will facilitate the protection of children and parents and help the enforcement of law, particularly in the juvenile and criminal courts.

Boards of education and their superintendents have a serious responsibility to make their teachers understand the basic ethics of professional secrets and the necessity of doing a social welfare job for the underprivileged or socially unadjusted members of their classes.

## WILL TO WIN OR LOSE?

THE annual football season — and occasionally the basketball tournament — brings out examples of fine school spirit. In some communities there are distressing incidents of excessive partisanship and of inability to lose gracefully. If there is any value in athletic sports, the display of good sportsmanship, of fairness, and gentlemanly conduct by players and spectators, is evidence that the school is using the program of games and meets to teach the virtues of honesty, courage, self-restraint, and the right use of honest failure. Where bitter partisanship develops and a school arouses public notice because players and pupils act up on the playing field, in public vehicles, on the street, or elsewhere, it is time for the board of education to check with the superintendent and provide the latter with the opportunity to redirect the physical education program.

## EDUCATIONAL SUPPORT

"Nowhere else in the world today do local communities support free education as we do here in the United States. Nowhere else in the world is there the equivalent of the American high school of the comprehensive type. Nowhere else is there the idea of a school to which the sons of rich and poor alike may go, where the future doctor, lawyer, banker, trade union leader, manual worker may study and play together. Such schools have made American democracy what it is. To my mind such schools must be not only maintained but strengthened. To this end each and every citizen must assume his or her share of responsibility, a responsibility to be informed and to assist the local school boards and officials in every possible way." — James B. Conant.



*This is the class of Prescott School, Chicago, which under the guidance of its teacher undertook the Americanization of an unhappy German boy and established him as a secure, contented boy. He is among the smiling faces in the portrait of the class.*

## They Made an American

*John F. Delaney\**

Five months of human relations, as practiced by Mrs. Roslyn Willens, a Chicago public-school elementary teacher, and her 40 fifth-grade pupils at the Prescott School, have formulated a new approach to education which can spread and insure many better citizens for America.

It is necessary to turn back to November, 1951, to receive the impact of what a group of sincere boys and girls—guided by a teacher with a warm heart and a generous understanding—can do for a foreign child who is completely baffled, frightened, and made surly by his introduction to American life. It is necessary to visualize this foreign child entering a public school, thoroughly subdued by regimentation and hampered by strong social and language barriers, to thoroughly appreciate a human story created and enacted by elementary school youngsters.

There are no special schools in large cities for the children of DP's, POW's, or aliens who come to our country to start anew. Of course, we have Americanization classes doing much for adults, but alien children must take their place in a crowded classroom without special

tutoring. The teacher attracted by the new child may volunteer to overcome the language handicap, to orient the pupil, to dissolve the fear, so American methods of teaching may become effective.

Teacher Willens and her fifth-grade class at Prescott School, on the northwest side of Chicago, accomplished this task by working together as a unit of helpfulness and brotherhood. They scored an interesting goal in education while doing regular classwork, and they plan to continue it until they have molded a perfect American boy.

Let's meet Bernd—, a shy, blond, 12-year-old from East Prussia. It is November; he is frightened—to cover up his nervousness, he adopts a stiff, stolid, stern manner. He has seen this mien in the men about him in faraway Prussia. His inability to converse in English adds to the problem the boy presents to his fellow pupils. Hopeless some might conjecture, but none in Prescott's fifth grade. The attention of the Prussian boy was directed to the science table to bring about a reaction if possible. The hamsters used for study attracted his interest. He repeated the names of the pets—fish, turtles, and hamsters—after some of the pupils, bent on aiding

him. The teacher and pupils volunteered the names of the science exhibits and continued to repeat them until Bernd could pronounce them too.

He was painfully quiet. The teacher and pupils felt that the entire class must work in committees to make Bernd feel at home. One committee of boys took on the task of interesting him in gymnasium work; another took him in tow during recess, and still another committee of boys walked him home after school. Each day before lunch, and again at three o'clock, the teacher and the class played games with him to increase his vocabulary. At first, each pupil would point to an object and repeat its name until he too could say it. Later a sentence was formed such as "This is a window; what is this?" Bernd would answer in a complete sentence, "This is a window." Thus he was taught common nouns. Then he was introduced to simple picture books and asked to name picture cards. The pupils who had finished their classwork quizzed him until he was thoroughly acquainted with the subjects of the books and the cards.

Next, the children stepped up the process by adding a simple physical activity to a sentence. As they went through a demonstration, they would announce, "I sit on the table," or "I stand in front of the room." Soon Bernd repeated the activity and said the words after them.

Bernd's interest grew; his vocabulary developed, but, best of all, his stiff, stern attitude melted and now he smiled. He played at recess. He participated enthusiastically in the games at recess; he became quite friendly and gained popularity with the whole school.

\*Director of the Bureau of Public Relations, Chicago Board of Education.

To help him the pupils created another game—a circular line of pupils was formed with Bernd toward its end; questions were asked around the ring, such as "What color is your hair" or "Where is your pencil?" When the question reached Bernd he could answer because of the previous replies. The pupils also devised means of helping him with spelling; defining words, and volunteering examples.

Now the pupils asked him questions about his life in Prussia. This struck an un-cooperative chord—made him silent and morose. For the time being, this plan was abandoned. Finally, he told his fellow pupils about his former school; it was a four-grade school, ruled over by an iron master. He contrasted it with his present situation, declared such a thing as having pets in a schoolroom or a party was never dreamed of in Prussia.

The teacher and the pupils were elated at his progress and Bernd reflected the impact of social approval. Mutual benefit was evident too; the attitude of each of the 40 pupils toward their school was entirely changed for the better, but the real compensation came from an American job well done—a job of co-operation and comradeship for a lonesome little Prussian boy.

This work of the teacher and the pupils took very little time from schoolwork; the rewards were so great that the plan is suggested to schoolteachers everywhere; but it is hinted that children will co-operate more enthusiastically, and learn more rapidly if the human-relations phase of a current problem is placed on a "play" basis. The foreign-born child needs a feeling of security, to develop into a worth-while American citizen.

The payoff Teacher Willens and her class received came in the first composition which Bernd wrote; it was penned in German, but he proudly stood before his class and translated the German words into an important American lesson. Here it is:

"School in America is fun. I like America. In America it is much better than in Ger-

many. Food here is much cheaper. The schools in America are much better than in Germany. The people in America are much friendlier than in Germany. The parks are much nicer and larger. The clothing here is better and

cheaper than in Germany."

And thus ends five months of study by a Prussian boy at the Prescott Public School which can never be effaced from his formative mind—a lesson in live and let live.

## A High School Brings Its Homemaking Department Up to Date

Angus B. Rothwell\*

Our high school courses in homemaking were declining in popularity every year. While the enrollment in homemaking was dropping, we observed that our shops were attracting an increasingly larger number of boys. More than 500 boys in the high school, which has a total enrollment of 1150, were electing shop subjects, while only about 80 girls showed an interest in the homemaking subjects.

The reason for the discrepancy in the selection of these practical subjects was obvious. We had modernized our shops, established new ones so that boys would not need to go several blocks to the local vocational school to get what they wanted, and we had made industrial arts a vital, integral part of the high school offering.

On the other hand, we were still using outdated equipment in the laboratories of the homemaking department. Any department store could display much better equipment for foods or clothing than could we in the schools. The school board members became intensely interested when they realized what our problem was.

On invitation, a representative from the State Department of Vocational Education visited Manitowoc and examined our facilities. The school board, the principal, and the superintendent visited nearby homemaking installations. Unfortunately, our one remaining teacher in the department was leaving so that we could get little assistance from her. However, a new teacher was employed before the end of the school year and was able to give us considerable help in the planning and choice of equipment. Our difficulties were explained to the City Council members who promptly made financial provision so that a first-class remodeling job could be undertaken. An architect was employed who drew plans and prepared specifications so that bids could be taken. With a total expenditure of \$36,000 we have emerged from a dark, unattractive homemaking setup to a modern and beautiful suite of rooms—the pride of the high school and of the whole community.

The ceiling in the foods laboratory was lowered to provide room for a good ventilating system. Unit kitchens were constructed of various ma-

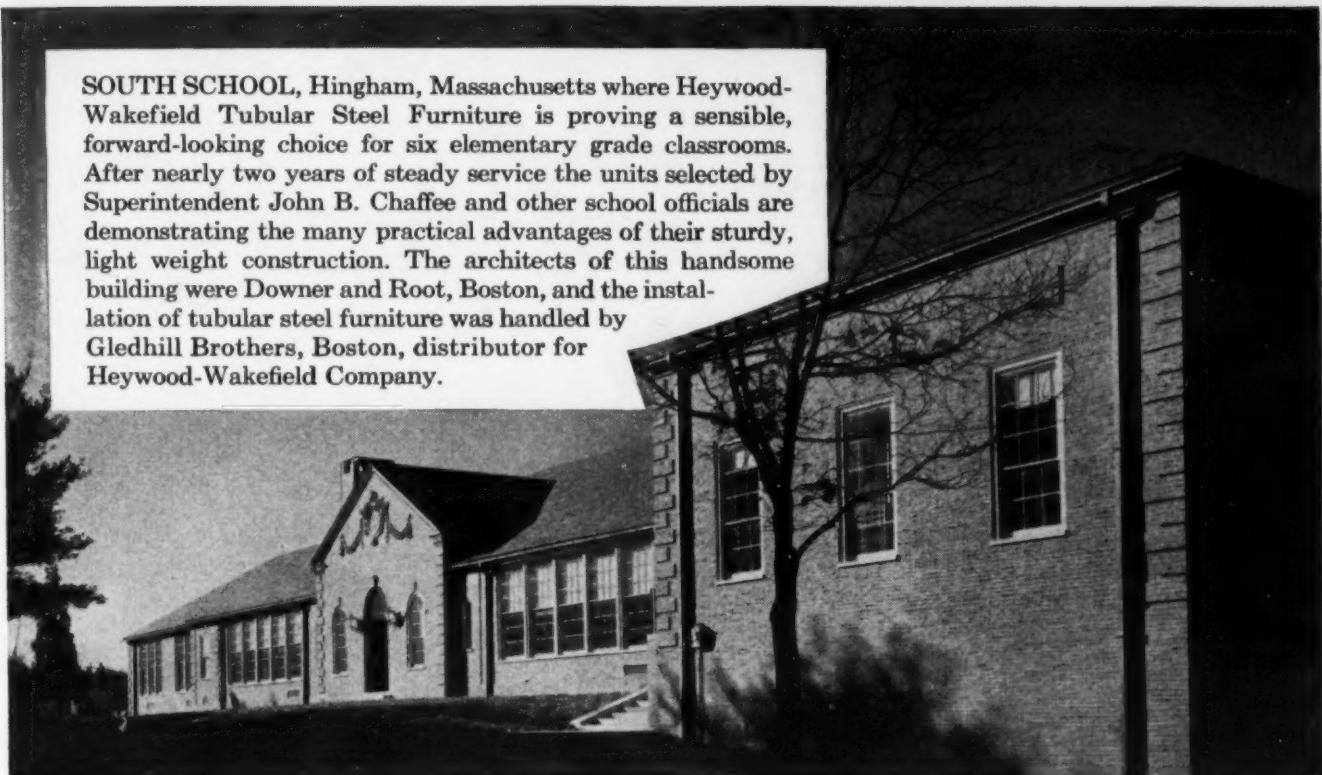
\*Superintendent of Schools, Manitowoc, Wis.

(Concluded on page 62)



In these colorful surroundings work is done with pleasure.

SOUTH SCHOOL, Hingham, Massachusetts where Heywood-Wakefield Tubular Steel Furniture is proving a sensible, forward-looking choice for six elementary grade classrooms. After nearly two years of steady service the units selected by Superintendent John B. Chaffee and other school officials are demonstrating the many practical advantages of their sturdy, light weight construction. The architects of this handsome building were Downer and Root, Boston, and the installation of tubular steel furniture was handled by Gledhill Brothers, Boston, distributor for Heywood-Wakefield Company.



## Sensible Tubular Steel Furniture in South School, Hingham, Mass.



This typical South School classroom shows how flexibly Heywood-Wakefield Tubular Steel Furniture can be adapted to the needs of each class. Shown here are Table-Desk S 1008 OF, All-Purpose Chair S 915, and in the right hand corner Table S 962. Heywood-Wakefield Chair and Desk Unit S 501 LL is used in rooms of the higher grades. All these units are readily movable, and come in graded sizes to serve all age groups.



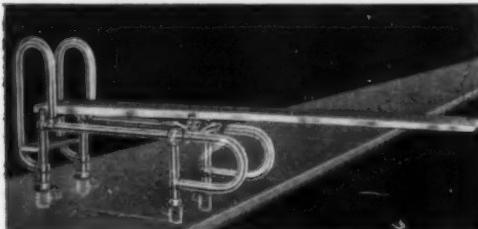
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Gardner, Massachusetts*

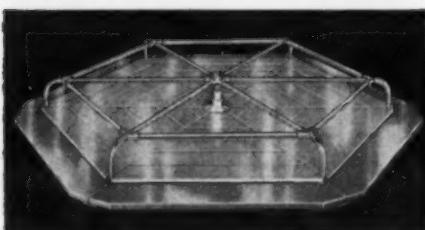
★ The ORIGINAL Tubular Steel School Furniture ★

# Unsurpassed in Design, Safety and Performance

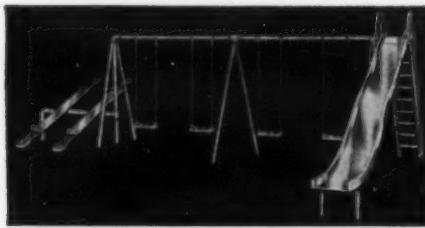
It's the *plus* factor that makes American the most respected name in Playground Equipment. Plus in design—American leads the field. Plus in performance—*Approved Equipment* stronger, more ruggedly built to assure a lifetime of perfect repair-free service. Plus in safety—for American craftsmen are aware of their responsibility for the safety of your children. Thus, with American you receive far superior design and performance and unmatched safety.



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PLAYGROUND & SWIMMING POOL EQUIPMENT



Learning to entertain joyfully and with dignity.

(Concluded from page 60)

terials. We used wood, enameled steel, and stainless steel. Through the reduced-price purchase plan for schools, offered by the local public service corporation, we were able to buy new electric stoves, refrigerators, mixers, and other appliances. Our laundry has a modern automatic washing machine, an electric drier, and a mangle. The dining room has a new set of furniture and a thermopane window with a view out on Lake Michigan. Appropriate draperies and Venetian blinds complete the decorative scheme. The new fluorescent lighting is attractive and prevents shadows. The woodwork was refinished completely by bleaching and varnish. New acid-resisting asphalt tile was put on the floors.

In the clothing laboratory, soundproofing materials were installed. New wardrobes, mirrors, dressing rooms, display cabinets, and work tables were provided, finished in the new light shades. The draperies and living-room furniture were selected in good taste. The new chairs were equipped with shelves to accommodate "tote boxes" which are stored between class periods under a new, extralarge layout table. New sewing machines are being purchased with cabinets to match the finish of the other furniture.

Modernizing our homemaking department has paid off. As stated above, the new instructor was with us early enough to help select much of the equipment. She could hardly believe it true that she could participate in so complete a modernization project. Another home-economics teacher was added to the faculty in the fall to handle the increased enrollment. The school board is ready and willing to expand the facilities as much as necessary to accommodate the demand, for we are hoping that homemaking will be as popular for the girls as shop has become for the boys. With a steadily increasing enrollment, it now appears that every one of the six periods in both laboratories will be filled to capacity next year.

Our people are great supporters of the homemaking program. Whether a girl marries or not, we know that she will profit greatly from the instruction offered. The training in nutrition, family living, consumer education, interior decorating, household management, budgeting, entertaining,

practical food preparation, personal grooming, and the making of one's own clothing with modern equipment are areas of learning that will pay rich returns to anyone of our high school girls. Enthusiasm for homemaking is contagious and fortunately is so appealing that all who helped are proud of the part which they played in the project.

## COMING CONVENTIONS

Nov. 2-3. Arizona Education Association at University of Arizona, Tucson. Secretary: Walter Maxwell, 3636 N. 15th Ave., Phoenix. Exhibits: Mr. Maxwell, 3000.

Nov. 5-7. Wisconsin Education Association at Milwaukee Auditorium, Milwaukee. Secretary: O. H. Plenzke, 404 Insurance Building, Madison. 15,000.

Nov. 6-8. Iowa State Education Association at association headquarters, 415 Shops Building, Des Moines. Secretary: Chas. F. Martin. Exhibits: Roy E. Jennings, 14,000.

Nov. 6-9. New Jersey Education Association at Fox Manor Hotel, Atlantic City.

Nov. 12-14. American School Food Service Association at Ambassador Hotel, Los Angeles, Calif. Secretary: Margaret E. Prentice, Chairman of School Lunch Supervisors, State Education Department, Albany.

Nov. 21. Associated School Boards of South Dakota at Huron. Secretary: D. B. Doner, Brookings. No exhibits.

Nov. 27-29. National Council of Teachers of English, at Boston, Mass. Secretary: W. Wilbur Hatfield, 211 W. 68th St., Chicago, Ill. Exhibits: Gordon F. Irons, 9 Emmondsdale Rd., West Roxbury, Mass.

Nov. 28-29. Central Association of Science and Mathematics Teachers at Edgewater Beach Hotel, Chicago. Exhibits: Luther L. Shetler, Managing Editor, Science & Mathematics Teachers Yearbook, Buffton College, Buffton, Ohio.



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## JOB-CLASSIFICATION PROCEDURES

(Concluded from page 55)

The series arrangement as illustrated above groups the classes of positions within each service with reference to the *kind* of work.

The classes of positions in each service are also arranged into "grades" ranging from the simplest work in the service to the most difficult and most responsible. This makes possible the comparison of classes as to importance, difficulty, and responsibility. In the Akron plan, the classes cited above in the Maintenance and Custodial Service have been located in eleven grades as follows:

*Grade 1:*

School Cook  
Janitress

*Grade 2:*

Senior School Cook

*Grade 3:*

Utility Man

*Grade 4:*

Lawn Maintenance

Man  
Plumber's Helper  
Rough Carpenter  
Rough Painter  
School-Bus Driver  
(Regular)  
Stockhandler  
(Supply Yard)  
Subforeman (Labor)  
Truck Driver

*Grade 5:*

Assistant Custodian

*Grade 6:*

General Utility Man  
Labor Foreman  
School-Bus Driver  
(Special)  
Stockhandler  
(Warehouse)

*Grade 7:*  
Automobile  
Mechanic  
Carpenter  
Electrician  
Painter  
Plumber  
Repairman  
(Machine Shop)  
Thermostat  
Mechanic

*Grade 8:*  
Custodian

*Grade 9:*  
Carpentry Foreman  
Electrical Foreman  
Painting Foreman  
Plumbing and Heating  
Foreman

*Grade 10:*  
Supervising  
Foreman  
Supervisor, Fuel and  
Transportation

*Grade 11:*  
Supervisor of  
Maintenance

By placing each class of positions at a grade level, the relative worth of every class within the entire organization can readily be seen. Thus all positions are related in respect to *difficulty*.

A "class specification" consisting of the class title, definition, typical tasks, and minimum requirements has been prepared for each class group in the Akron Classification Plan. These specifications serve as guides for the allocation of positions to the classes, as guides for deciding upon the relative compensation of the class, and as a basis for devising tests of fitness. The class specifications of the Transportation Series reproduced from the Akron plan are typical in organization, content, and writing style of class specifications developed in other large city school systems.

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► FIELDING A. SMITH, of Viola, Ill., has taken the superintendency at Lee Center.

► DARRELL BLODGETT is the new superintendent at Wheaton, Ill.

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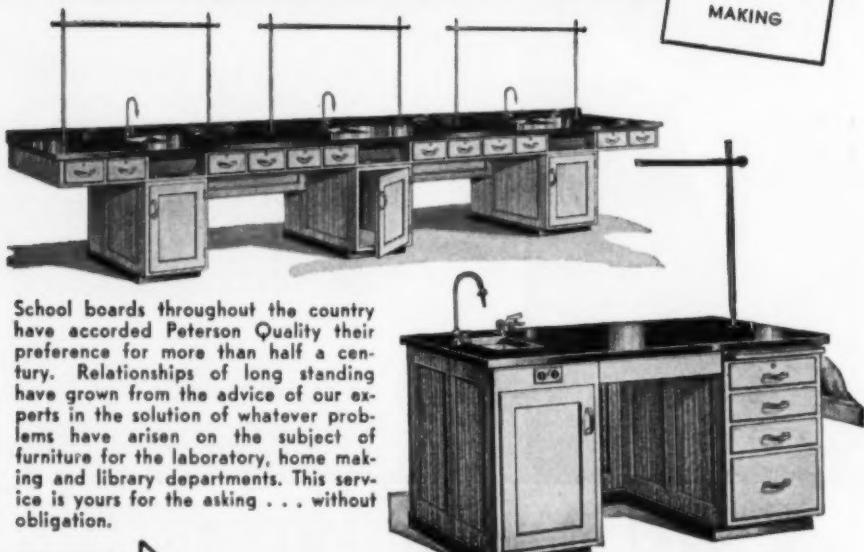
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<b>Grade 1:</b>	<b>Grade 7:</b>
School Cook	Automobile Mechanic
Janitress	Carpenter
	Electrician
<b>Grade 2:</b>	Painter
Senior School Cook	Plumber
	Repairman
<b>Grade 3:</b>	(Machine Shop)
Utility Man	Thermostat Mechanic
<b>Grade 4:</b>	
Lawn Maintenance Man	
Plumber's Helper	
Rough Carpenter	
Rough Painter	
School-Bus Driver (Regular)	
Stockhandler (Supply Yard)	
Subforeman (Labor)	
Truck Driver	
<b>Grade 5:</b>	
Assistant Custodian	
<b>Grade 6:</b>	
General Utility Man	
Labor Foreman	
School-Bus Driver (Special)	
Stockhandler (Warehouse)	
<b>Grade 8:</b>	
Custodian	
<b>Grade 9:</b>	
Carpentry Foreman	
Electrical Foreman	
Painting Foreman	
Plumbing and Heating Foreman	
<b>Grade 10:</b>	
Supervising Foreman	
Supervisor, Fuel and Transportation	
<b>Grade 11:</b>	
Supervisor of Maintenance	

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studio.

Name \_\_\_\_\_

Title \_\_\_\_\_

Organization \_\_\_\_\_

City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_



Under Missouri's policy of racial segregation for educational purposes, a mandatory duty exists to afford substantially equal opportunities and facilities to groups so separated, and the constitutional right to such opportunities, and facilities is a personal one and does not depend upon the number of persons who may be discriminated against.—*State ex rel. Hobby v. Dismal*, 250 Southwestern reporter 2d 137, Mo.

Under the Massachusetts law, each city and town is required to provide an amount of money

sufficient for the support of the schools, and teachers employed at the discretion of the school committee are immune from salary reduction, except by a general salary revision affecting all teachers of the same salary grade. G. L. (Ter. Ed.) Mass. c. 71, §§ 1 *et seq.* 43.—*Cobb v. City of Malden*, 105 F. Supp. 109, Mass.

The Oregon courts will not interfere with the exercise of discretion by school directors in matters confided by law to their judgment, unless there is a clear abuse of discretion or violation of law, and the courts will not consider whether regulations are wise or expedient, but merely whether they are a reasonable exercise of the power and discretion of the board. The reasonableness of a regulation is a question for the court, even though the presumption is always in favor of the reasonableness and propriety of

a rule or regulation duly made. O.C.L.A. §§ 111-1020, 111-1222; Ore. constitution, art. 1, § 26.—*Burkitt v. School Dist. No. 1, Multnomah County*, 246 Pacific reporter 2d 566, Ore.

Though the reasonableness of a school board rule is a judicial question, the local school board is the final authority if it acts in good faith and adopts a rule not clearly arbitrary or unreasonable.—*Burkitt v. School Dist. No. 1, Multnomah County*, 246 Pacific reporter 2d 566, Ore.

#### School District Government

A member of a board of education may not participate in insurance premiums paid by a private corporation transporting school children. Calif. Education Code, § 1011.—*People v. Becker*, 246 Pacific reporter 2d 103, Calif. App.

The rule-making power of a school board does not authorize the board to adopt rules that contravene or are inconsistent with the statute, but the board may adopt rules not inconsistent with the law, and may supplement the statute with rules that tend to make the statute workable.—Calif. Education Code, § 13583, 2204a.—*Tucker v. San Francisco Unified School Dist.*, 245 Pacific reporter 2d 597, Calif. App.

An Arkansas school district was liable on valid contracts entered into by another school district prior to their consolidation.—*Nicholson v. Ash Flat School Dist. No. 4*, 249 Southwestern reporter 2d 983, Ark.

A Pennsylvania statute requiring that contracts with the school board shall be reduced to writing must be observed, and an oral contract will not be enforced against it. 24 P.S., § 11-1121.—*Wenders v. White Mills Independent School Dist.*, 90 Atlantic reporter 2d 318, Pa. Super.

The board of education of the Memphis city schools did not abuse its discretion in not giving a teacher more than a week to prepare her defense to charges for which the discharge of the teacher was proposed.—*Hayslip v. Bondurant*, 250 Southwestern reporter 2d 63, Tenn.

#### Pupils and Discipline of Schools

Under an Arkansas constitutional provision relating to the maintenance of a system of free schools, no registration fee can be required for the admission of a pupil into the public schools. Ark. constitution, art. 14, § 1.—*Dowell v. School Dist. No. 1, Boone County*, 250 Southwestern reporter 2d 127, Ark.

A school board rule investing the superintendent with power to suppress nonsecret societies which he considered inimical to the best interests of the school pupils, or of the community, or of the effective operation of the schools, provided there was an adequate standard to guide the superintendent in the exercise of the discretion thus vested in him, and was not vulnerable to attack as constituting a delegation of unconstrained authority. O.C.L.A. §§ 111-3004 to 111-3006; U.S.C.A. Const. Amends. 1, 14.—*Burkitt v. School Dist. No. 1, Multnomah County*, 246 Pacific reporter 2d 566, Ore.

If a school board has power to make a regulation, then the power to enforce it by expulsion is implied.—*Burkitt v. School Dist. No. 1, Multnomah County*, 246 Pacific reporter 2d 566, Ore.

A school bus driver must deposit a passenger in a place of safety and in case of an infant, whether the place of deposit is a place of safety cannot be determined solely by whether or not one would be safe if he remained on the spot. Ga. Code, § 68-310, *et seq.*, 105-204.—*Davidson v. Horne*, 71 Southeastern reporter 2d 464, 86 Ga. App. 220.

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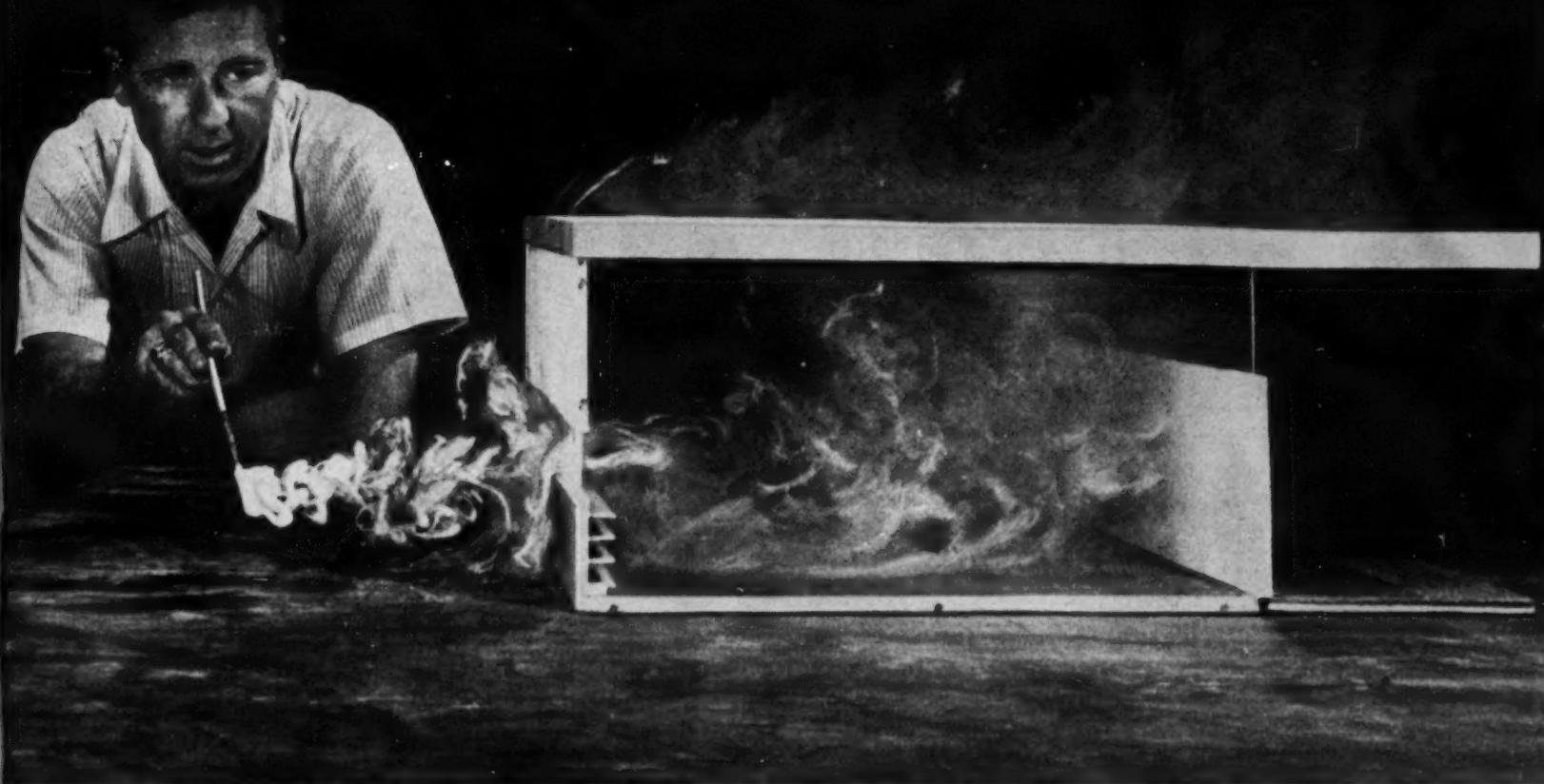
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## COMMUNISTS ELIMINATED

The Los Angeles, Calif., board of education, following a legal decision, has voted (1) to eliminate from teaching positions and non-certified jobs all members of the Communist party; (2) to require all employees who have been Communists to file a statement that they are no longer party members. Any employees charged with being Communist-party members will be required to answer questions concerning (1) their advocacy of the overthrow of the U. S. Government, (2) membership in any subversive organization, (3) and activities as party members. The original resolution presented to the board by Supt. Alexander J. Stoddard, is not expected to make any difficulty for any present teachers.

## PLAN EDUCATIONAL TELEVISION

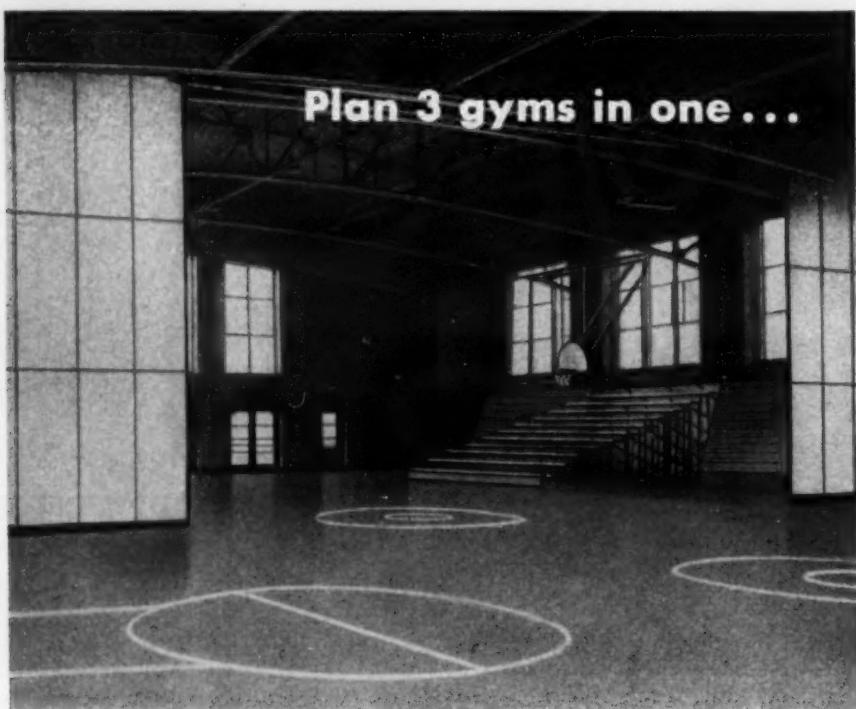
Philadelphia, Pa. Possibility of establishing an educational television station at a cost of \$1,000,000 is being studied by the Philadelphia board of education. Walter Biddle Saul, board president, said tentative plans call for converting Memorial Hall in Philadelphia's Fairmount Park into a television studio.

If the city does not finance the project, Saul said it would be "perfectly proper" for the board to borrow funds for the initial construction and operation of such a station. A preliminary survey has shown an existing commercial station tower could be used by the educational station. The station, for which an ultra-high-frequency channel has been set aside by the Federal Communications

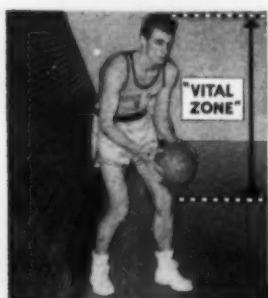
Commission, would be operated by the board, according to tentative plans. It would cost approximately \$250,000 to maintain and operate.

According to FCC rules, the station must be accessible to all educational and cultural institutions within a 50-mile radius of Philadelphia. Mr. Saul said it must be determined how many institutions will use the station, each putting on its own programs, and what financial contributions each will make. The next step that has to be taken is "to talk to representatives of educational institutions which are more vitally interested in the station. Some wish to use the facilities but have not the resources to help in construction."

The Philadelphia board made a preliminary application to the FCC about a year ago to reserve the channel for education. Saul commented, "No one has disputed that the board is the logical body to lead the project and operate the station." A final application, together with plans, for operation and allotment of costs, must be filed with FCC.



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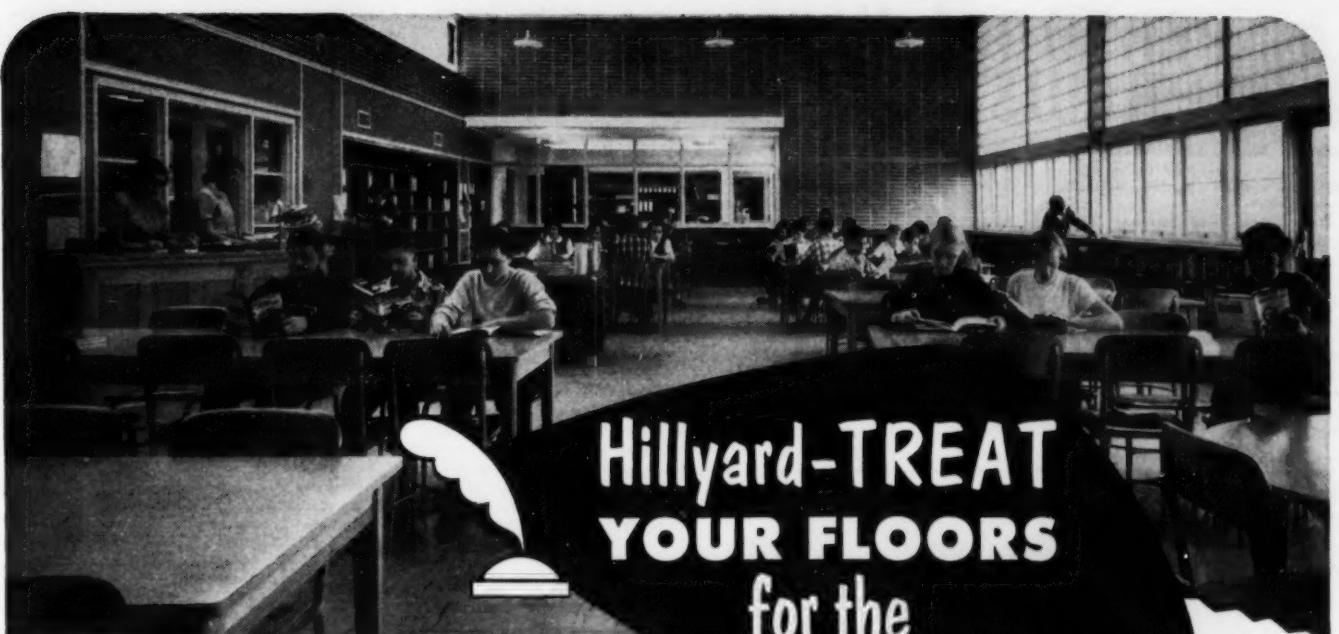
## HORN BROTHERS

SCHOOL EQUIPMENT

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DIVISION OF

SCHOOL BOARD JOURNAL for NOVEMBER, 1952



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## **NEW PUBLICATIONS for School-Business EXECUTIVES**

### **Expenditure Per Pupil in City School Systems**

Circular 337. U. S. Office of Education, Price, 25 cents. Government Printing Office, Washington 25, D. C.

This important summary of school expenditures during the year 1950-51 provides data on all cities from New York down to towns of 2500 population.

In the review of this booklet in the September SCHOOL BOARD JOURNAL the statement was made that the trend of expenditures per pupil per day is going down. The statement should have included the fact that this trend is in terms of dollars of uniform purchasing power. In terms of "raw" dollars, unadjusted for purchasing power, the expenditure per pupil has steadily risen from 1942-43 and is still rising. The data provided must be read in terms of present values of the dollar. The comparisons made in our review would, in terms of "raw" dollars, be unfair to cities which have the highest or the lowest outlays.

### **Planning Schools for Use of Audio-Visual Materials**

By the Department of Audio-Visual Instruction, National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C. Paper, 40 pp., \$1.

This booklet, the first in a series of three, will be of value to architects, school administrators, and school boards in planning classrooms in a new school or remodeling an old building.

### **Health Instruction Yearbook, 1951**

Compiled by Oliver E. Byrd, Ed.D. Cloth, 1x-236 pp., \$3.50. Stanford University Press, Stanford, Calif.

A selection of some 250 of the latest medical findings in the biological, sanitary, and chemical sciences. Sources of these medical reports include the medical journals, medical bulletins, and reports of medical and other scientific associations. The book is addressed to the advanced worker and teacher.

### **Asphalt Tile Floors**

Federal Specification, SS-T-306b. Paper, 9 pp. U. S. Bureau of Standards, Washington 25, D. C.

This statement of standards which replaces one adopted in May, 1943, provides a technical description of asphalt floor tiles and includes (1) the classification, (2) requirements, (3) sampling inspection and test procedures, (4) preparation for delivery, and (5) special requirements of government departments. The specification is a "must" for school business department offices. The Asphalt Tile Institute, New York 17, N. Y. worked with the Bureau of Standards in adjusting the government requirements to present-day manufacturing practices and improvement of materials. Copies are available from any G.S.A. regional office.

### **State Provisions for School Lunch Programs**

Compiled by Myrtis K. Jeffers, Paper, 40 pp., 20 cents. Bulletin No. 4, 1952. U. S. Office of Education, Washington 25, D. C.

This study supplies the answers to inquiries about the administration of the school lunch program in the various states. It gives detail information regarding the types of state laws and the varying forms of school lunch organization, as well as information about the state school lunch personnel. It includes appendices covering the state school lunch laws of the states.

### **Relations of City Managers to School Systems**

Special Memo, 17 pp. Research Division, N.E.A., Washington 6, D. C.

This first study of the relations of schools to the city government in communities having the city manager type of administration, indicates that in 215 the schools are independent or relatively free of domination. Sixty-two per cent of the superintendents who expressed themselves, find the relations satisfactory; 23.3 per cent would have greater independence, and only 2.0 per cent would have closer contacts. Some 34 per cent of city managers consider the contacts with schools satisfactory; 22.3 per cent would seek greater control; and 2.0 per cent less control. In 77 per cent of the cities studied, the school boards are elected by popular vote; in 75.8 the school budgets are independently voted by the boards; in only 6.8 per cent are the schools entirely dependent on the city. While the present study is not altogether conclusive, it points to the advantage of keeping the schools free from politics.

### **Year-Round School Programs**

Circular 7, 1952. Educational Research Service, N.E.A., Washington 6, D. C.

There has been little progress in recent years toward conducting elementary and secondary schools on a mandatory all-year or four-quarter basis. "The summer months are not conducive to maximum accomplishment in the learning process." There is resistance from teachers and parents. The present study outlines the progress made in voluntary attendance, in special or review programs of scholastic work, in outdoor, and other informal activities.

### **Problems of Teacher Compensation**

Compiled by Daniel E. Griffiths, Paper, 20 pp. Printed and published by the Capital Area School Development Association, New York State College, Albany, N. Y.

A report of the second administrative seminary of 1952, held at State College, Albany. The three problems discussed were (1) special pay for special services, (2) merit rating for teachers, and (3) status and future of New York State salaries.

### **Bylaws of Board of Education**

Published by Union Free School District No. 6, Harrison, N. Y. Paper, 29 pp.

This codification of bylaws is the result of a democratic study of school policies and practices and represents (1) a careful acceptance of the school laws of New York, (2) of sound democratic administrative policies, (3) a sound balance between professional administration and lay policy making, and (4) a genuinely forward-looking group of school services.

### **Teacher Personnel Procedures**

Research Bulletin, NEA, April, 1952, 50 cents. Published by NEA, Washington 6, D. C.

This study summarizes the practices during 1950-51 of 1615 city school systems in fixing salaries of teachers, sick leave, and related wage policies, and in general the administration of personnel.

### **Business-Education Day, Allentown**

Paper, 59 pp. Chamber of Commerce, Allentown, Pa.

This is a report of the activities carried on by manufacturers and business people generally and the Allentown public schools. The report includes a variety of helpful hints for the conduct of similar programs, publicity, schoolroom activities, and follow-up.



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## LOCAL SCHOOL BOARD OPERATIONS

(Concluded from page 57)

9. When performing judicial or discretionary functions, local boards are expected to act corporately.

10. Local boards are not authorized to make conclusions of law.

While it must be remembered that the foregoing rules, principles, and propositions are presumed to carry judicial weight only in New Jersey, it is possibly true that courts in other states may hand down—if they have not already done so

— judgments along similar or related lines. Hence an acquaintance with the foregoing judicial principles for the state of New Jersey—though they are only a small selection of the total—may also be of value for board members and policy formulators in other states.

Two additional comments seem appropriate: First, it has been demonstrated years ago that much past educational litigation was needless and should not have arisen, had the officials concerned been familiar with the principles of law relating to school boards and districts. Hence, it would seem that articles such as this,

which discuss some of the principles of law relating to school administration, should be of help to board members and school officials.

And second, it is suggested that such articles should be of value, not only to the formulators of written school-board policies, but also to school-board members in clarifying, in their own minds, the administrative, judicial, and legislative functions of their office.

### SCHOOL BOND SALES

During the month of August, 1952, school bonds were sold in the United States in the amount of \$79,694,568. The largest sales were made in California, \$34,936,000; Delaware, \$5,823,000; Massachusetts, \$5,265,000; Ohio, \$5,147,000; New York, \$4,314,000; Michigan, \$3,650,000; Connecticut, \$2,520,000; New Jersey, \$2,161,000; Minnesota, \$2,077,000; and Texas, \$2,069,000.

The total sales in the United States during the eight months of 1952 were \$790,308,099.

The average interest rate according to the Bond Buyer for 20 leading municipalities as of September 30, 1952, was 2.32 per cent.

### SCHOOL BUILDING CONSTRUCTION

During the month of August, 1952, Dodge reported contracts let, in 37 states east of the Rocky Mountains, for 715 educational buildings, at a total contract valuation of \$145,366,000. In 11 Pacific Coast States, during September, contracts were let for five school buildings, at a cost of \$2,092,196. A total of 65 additional structures was reported in preparatory stages, to cost an estimated \$26,885,000.

### SCHOOL-BUILDING FIRES

School fires have been reported in 22 cities between July 6 and September 4. The losses in 17 of the fires were \$2,134,000.

### EIGHT SCHOOLS COMPLETED

At Albuquerque, N. Mex., eight new school buildings or additions have been completed, giving the schools 62 more classrooms over last year.

The new construction gives the school system 713 classrooms in permanent buildings, exclusive of makeshift rooms, basements, hallways, and temporary structures which are still needed. The buildings were completed at a total cost of \$911,509. One new school, the East Mission elementary school has been started but will not be completed for several months. The total cost of this school will be \$136,045.

The construction program has been given a boost by the allotment of \$1,119,200 in federal funds for five new building projects. Supt. John Milne explained that the grant is part of a \$3,902,945 fund to which the system is entitled under a 1950 law providing federal help to schools overcrowded because of military or other government projects.

### TO SAVE ARCHITECTS' FEES

The Los Angeles, Calif., board of education has voted to reduce the fees of private architects of new school buildings when the staff architects of the board give direct aid in preparing drawings and supervising construction. It is expected that 2 million dollars in fees will be saved in the 100 million dollar school building program now under way.



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## LAY SCORING OF SCHOOL BUILDINGS

(Concluded from page 49)

they sometimes do not agree to the value of providing elementary school pupils with facilities for home economics, industrial arts, arts and crafts, and other so-called special subjects. The second main reason of disagreement is lack of understanding of the standards. Sometimes this results from failure to understand terms used and at other times from lack of reading the material on which scoring is based.

The writer's experience so far indicates that with proper preparation interested and intelligent lay members score school buildings reasonably well. This is true since the author has made available standards for the evaluation of school buildings<sup>2</sup> which he has placed in the hands of the citizens who do the scoring.

In some cases the members of a committee do not assign individual scores to a building, but after discussion the committee agrees upon the score. In other instances each member assigns the score he recommends and the average of these is taken. The chief disadvantage of persons assigning scores individually is that unless there is quite thorough discussion, pertinent facts may be overlooked. The chief disadvantage of the group as a whole assigning a single score is that an aggressive, dominant member may influence the others to accept his judgment.

<sup>2</sup>Odell, C. W., *Standards for the Evaluation of Elementary School Buildings and Standards for the Evaluation of Secondary School Buildings* (Champaign, Ill.: Follett's College Book Store, 1951).

### General Committees Best

As previously stated, results show that when a single committee scores all buildings, scores are more consistent and in general superior to those given by separate committees.

Results in the several districts in which scoring has been done under excellent conditions—either the same committee scored all buildings or there was considerable overlapping of committee memberships, and the committees were properly briefed—indicate that the average scores given by lay committees will rarely differ more than 20 points from those given for the same buildings by the writer. Differences tend to be greatest in quite good and quite poor buildings. If they have not seen excellent buildings, lay committees have a tendency to rate fairly good buildings rather high and to rate rather poor ones low.

As the result of his experience the writer presents the following recommendations: Copies of the score cards to be used and the accompanying standards according to which scores are to be determined should be placed in the hands of committee members well in advance of the time that the scoring is to be done. After the members have studied the standards with a professional consultant the general procedure to be followed in scoring should be explained at a meeting and questions raised should be discussed. Following this, committee members should visit and score several buildings in company with the professional consultant. Preferably this visitation should include three buildings—one very good one, one of medium merit, and one very poor one. If the number of committee members is large the whole group should not participate in this preparatory

scoring at one time. Rather the group should be small, twelve or less, so that the members can stick closely together and hear all directions, questions, and answers. After each building has been critically examined the groups should score the building under the leadership of the consultant who should make clear why he believes each item should receive a certain score. After this preparation the committee should be ready to score buildings on its own.

In selecting committee members it is desirable that at least a teacher from each building be on the committee. It will be advantageous if this teacher is the principal since he knows the whole building. Teachers and other school officials should not dominate the laymen members of the committee. If there are separate committees for different schools, there should be some overlapping of members to preserve consistency of the population.

In the process of scoring, advantage should be taken of special abilities and knowledge possessed by committee members. For example, an engineer, a contractor, or a carpenter on a committee, will have expert knowledge concerning many features. Likewise women who are housekeepers will notice shortcomings of cafeterias, kitchens, foods and clothing laboratories that might not occur to men. Such specialists should be encouraged to comment freely on conditions found and let the committee benefit by their experience and competence. They should not, however, be allowed to dominate.

► PAUL MCQUEEN has been elected superintendent of schools at North Adams, Mass.

► RALPH C. SHEPARD is the new superintendent at Ashley, Mich.



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	Kalamazoo — Locke Films, Inc.	Columbia — The R. L. Bryan Company	
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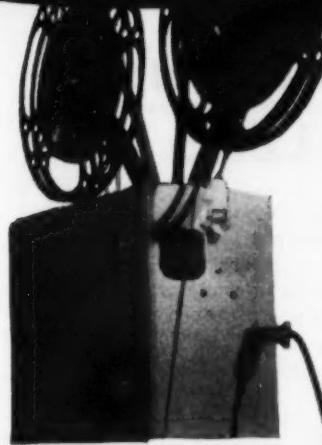
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<b>Canal Zone</b>	New Zealand
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## THE NATURE AND PURPOSE OF THE MODERN SCHOOL

*Dr. Theodore D. Rice\**

1. The modern school program is building toward a comprehensive point of view. Educators are no longer limiting the concepts of curriculum to that which goes on in the school, but rather looking at the curriculum from the point of view of the experiences of young people and children, which the school shares in assuming responsibility for whether they are in the school or outside.

2. Moderate school programs are not limiting themselves to period by period schedule, but are developing learning relationships and continuity of personnel. These are being achieved by keeping the same teacher with the same children for longer periods of time, but at the same time providing for teachers to plan together and know better what each other is doing.

3. Modern schools are recognizing that everything which pertains to helping young people understand the world around them and themselves and the people who live in the world is a potential material of instruction. It isn't just the text, or the workbooks or the maps or the laboratory equipment.

The modern school serves all the children and youth and increasingly it is doing this in such a way as to meet individual needs. Consequently, uniform instructional materials become less appropriate. Diversified materials are needed and steps to provide them include individual school libraries, classroom book collections, school film collections and enough audio-visual and other such equipment that teachers and children will have access to the instructional aids they need when they need them.

4. Modern school programs are making provisions for teachers to share each other's competencies and to help strengthen the total output of the teaching product.

5. Modern school programs are adjusting the curriculum so that the distinction between guidance and instruction is much less great. We might say, that the curriculum is taking a more and more guidance-oriented point of view. Or to say it more explicitly, we are learning to bring into the school program many additional resources and disciplines which are useful in dealing with individual, group, and community needs. Since the school in some communities is the only channel through which all parents and citizens face common social concerns this development is of special importance.

6. Modern school programs are taking on the characteristics of what is called general education. This is resulting in need for general facilities and equipment throughout school buildings rather than in special rooms or departments only.

Much needs yet to be done to achieve the best ways of expressing purposes of the modern school and certainly even more in achieving in realization the kind of program which it reflects, the purposes of modern education. The modern school is hampered by dated theories, and inadequate training on the part of teachers. It is hampered also, by inadequate equipment and supplies, by budgetary and physical reasoning is not flexible enough to help the school take on the characteristics of general education.

## BUSINESS OFFICIALS AND CURRENT SCHOOL PROBLEMS

*Leonard E. Best\**

Probably one of the most serious aspects of our current situation is the fact that relatively few people really appreciate the scope of the challenge which faces the public schools or the determined efforts that have been made by schoolmen and boards of education year after year to stretch out the school tax dollar. Many of these people think of the cost of education as an expense and not as a constructive investment, failing to realize the important role that our public schools play in the economic and social development of our nation.

Maybe we can state the problem as follows: To use our present current income to the best advantage not only to get the most effective educational program now, but also to gain general acceptance of a tradition of wise spending for our schools so that our communities will support us willingly in the years ahead as we meet the challenge of the future.

Obviously this job cannot be done by a few individuals but requires rather the united effort of all those who understand the situation as well as those who indirectly in one way or another influence the school program. You, as business officials in direct charge of the actual spending of the money, are in probably the best key position to do an effective job.

### Reasons for Higher Costs

First, we must bring home to our people the fact that the large increase in local school costs reflected in higher taxes has been due to a great extent to inflation. This is the same inflation that has raised the cost of living for the individual and has raised the cost of doing business. In many cases the proportionate increase in cost on specific items—maintenance, supplies, transportation—is not as much as the increase in the cost-of-living index, thus indicating the definite effort that has been made to curtail spending for these particular items.

When it comes to salaries, we have a very different problem due to the fact that in the past the shortsighted, low salary program for teachers and school administrators caused many competent and ambitious people to turn to other professions when by temperament and ability they should have found their place in the field of education. Today the mere increase in salary level to compensate for the increased cost of living is not enough. Further substantial correction of the level of school salaries must be made to attract those people who are desperately needed to provide an adequate and sound educational program.

We must also bring home to the people as a whole the impact of the expanding birth rate and the resulting increase in enrollments—an increase that is really only starting today and is going to continue in the years ahead. I was truly surprised recently when I learned of the magnitude of the problem on a nationwide basis. This was brought home to me by an estimate in a current trade paper that said "by 1960 we can expect an increase in school enrollment of close to 10 million over 1952 which makes an over-all increase of 30 per cent."

It is this growing army of school children that  
(Continued on page 84)

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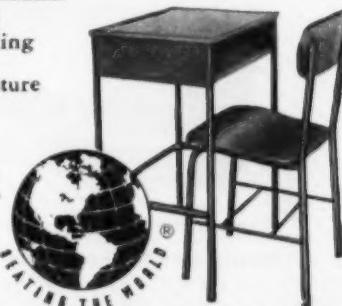
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(Continued from page 80)

makes us realize that education is "big business," and when we look further into the program and project the total cost of education, we know that the spending of the billions of dollars each year is a major financial responsibility.

While it is true that about 60 per cent of this school money is allocated to teachers' salaries, there are substantial areas of nonteaching expense such as buildings, operation, supplies, transportation, insurance, and the like, in which savings can be made. These savings may not be a large part of the budget, yet they may be substantial in amount, and irrespective of size, very significant in their effect within the community in establishing a respect for the way that school funds are handled.

#### Teamwork Needed

When I think of a school system trying to do an outstanding job in the community for all of its children, I would like to think of the board, the superintendent, and the business manager attacking the problem of costs as a team, helping each other to develop the best program from every angle.

For example, we all know that low prices do not necessarily mean low costs. Some low cost buildings have been erected which are expensive to maintain and operate. Well-planned studies of the various features involved in a building program should result in low operating and maintenance costs. Such studies must consider the educational program as well as the operating program to result in the best solution.

Perhaps this might be the time to mention the conflict that occasionally arises in the purchasing of supplies for schools where too much emphasis has been placed on low prices and not enough on the service for which these products were purchased. In schools most of the materials purchased are essentially program tools and while, for example, it is sometimes possible to buy a

cheaper grade of paper, if that paper is not suitable for the classroom, it becomes a wasteful expense. We are all members of the organization which provides the educational program and all efforts should be directed to help the teachers to provide that program effectively. Many economies have been made in construction and purchasing without affecting the teaching processes but, when such apparent economies interfere with a teaching process, it is extremely doubtful whether the community really made any saving.

#### Relations With Municipality

Another area which in my opinion the business official can explore to good advantage concerns his relations with the city or township officials. City and school operation have many similarities — both have buildings, grounds, legal problems, finance, personnel operation. Co-operation between city and school officials is extremely valuable because here again such co-operation is not only likely to result in substantial savings but also to create a healthy area of understanding between city officials and school staff. Usually the city and the school district are actually competing for the local tax dollar so that an understanding between these two is bound to reflect in better public relations within the community as a whole. In fact, I would like to suggest that school business officials take time to familiarize themselves with the operation of the city and town government so that they have a better understanding of the city problems. With an understanding of these problems the school business official will be in a position to assist his school board in planning policies and perhaps occasionally make helpful suggestions to the city officials. There are questions of finance, tax rates, assessment practices, and the like, all of which have a direct bearing on the operation of the schools as well as a bearing on municipal problems.

Another problem that concerns us and on

which we should be fully informed is the fact that once the real estate tax was considered an adequate source of school revenue. Today, this is no longer true, as people have come to realize, the real estate tax is not an effective measure of capacity to pay nor a broad enough tax base to support the cost of an expanding, effective educational program. With the growing cost of education, school finances must be carefully explained to the lay people so that they will understand the problems involved in raising the needed funds.

### PRINCIPLES OF PLANNING GOOD ELEMENTARY SCHOOLS

Millard D. Bell\*

There seem to be a few fundamental principles of planning elementary schools that business officials in particular might insist upon. Number one is *safety*; two, *attractiveness*; three, *function*; and four, *economy*.

*Safety* heads the list of guiding principles since nothing else is important if the structure is not safe. However, safety should be considered in its broadest concepts, and should include sanitation and ease of maintenance. Most people accept safety as a principle, but not too much attention is actually given to checking each area for all safety factors; a building which meets local and state codes is not necessarily safe for small children.

*Attractive* school buildings are especially important at the elementary level. Attractive schools mean bright, colorful, homelike places. Small children find the step from home to school much easier if the school is not too great a contrast with the home. Little children's schools should be

(Concluded on page 86)

\*Superintendent, Wilmette, Ill.

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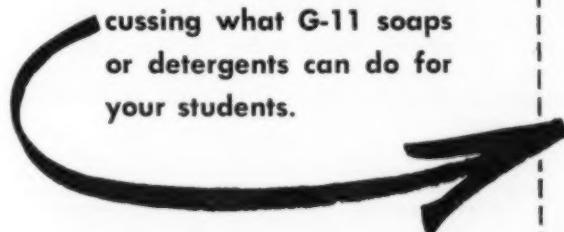
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(Concluded from page 84)

designed on the scale of children wherever possible, such as ceiling heights and furnishings.

As used in this paper, a *functional school* is judged in terms of the educational program offered to the community. The first measure of how functional a building is, is whether it houses all the instructional services provided by the community. When applying the functional approach, school buildings are planned from the inside out rather than from outside in. Functional buildings provide classrooms of a size to fit the school's policy on class size; they provide electrical outlets, water, and like services in accordance with the educational program.

All public school buildings should be economical but *economical* buildings need not be cheap. Some of the items of costly or noneconomical schools are: (1) increased percentage of costs going into heating, ventilating, and lighting; (2) excessive bell, clock, and intercommunication systems; (3) unwise outside doors to classrooms in climates where central corridors are a necessity; (4) insistence on the use of traditional materials even when more costly than new materials; (5) trying to secure permanent finishes like wainscoting, and the like, when less expensive materials would save and also brighten the buildings; (6) little consideration of ease of maintenance.

Safe, attractive, functional, and economical elementary schools are needed throughout our land. They will not be provided unless the school people give the utmost in sound leadership.

## PLANNING FUNCTIONAL SCHOOL BUILDINGS

C. L. Koehler\*

A functional school building is a building with co-ordinated facilities developed after

\*Commissioner of Housing, Public Schools, Cincinnati, Ohio.

careful planning to create an environment capable of promoting the teaching of modern curriculums in an attractive atmosphere to which the pupils are receptive.

A school building is likened to the human anatomy where the rooms are arranged to function with each other as the organs of the body, and where the lifeblood is supplied by the children, teachers, and custodial staff, functioning together in carrying out the curriculum of study and recreation.

The planning of functional school buildings involves:

First, the establishment of present, and the prediction of future needs, for new schools where overcrowding exists or where extensive home building programs predict increases in family population.

Second, the selection of sites as near as possible to the center of population in the school district which they serve, with proper topography and adequate size to accommodate the present-day curriculum and certain community responsibilities.

Third, the careful determination of the physical requirements of the school building and accessory facilities to meet the curriculum requirements for the type of school under consideration.

Whenever possible, it has been found economical and desirable to select future school sites years in advance of a building program. In this way, large sums of money can be saved if the property can be purchased before houses or other improvements have been built on the grounds.

In the present modern elementary school, the following facilities are desirable:

a) Ample playgrounds, well drained and safe for small children, and segregated by age limits.

b) A heating plant with a system incorporating controlled warmth and ventilation as required by law. Also janitors' quarters with ample storage facilities and locker and dressing rooms.

c) An administrative suite containing a principal's office with reception room, a nurse's office with emergency isolation and rest room, a school supplies storage room, and a fireproof record vault.

d) A small auditorium with 250 to 300 fixed seating capacity for visual aids, simple elocution, shows, instrumental music lessons, group singing, Parent-Teacher Association, and community gatherings.

e) A large, fully equipped gymnasium with piano nook, storage for equipment, folding chairs, and small portable stage platforms. Also adjacent locker and shower rooms.

f) A general-purpose room for teachers' meetings, community activities, and special classes.

g) A suite of kindergarten rooms with toilet facilities, an efficient kitchen, and supplies storage.

h) An arts and crafts room.

i) A modern kitchen with children's and teachers' lunchroom and food storage room.

j) Children and teachers' rest rooms with space for all facilities.

k) Primary classrooms and special rooms such as slow learning, sightsaving, visual aids, designed to meet special requirements.

## EDUCATIONAL TELEVISION

Progress in educational television is reported by the General Committee on Educational Television in Washington. FCC has granted nine construction projects to educational groups in Los Angeles, Calif., Manhattan, Kans., Houston, Tex., and New York State (six stations). Action is pending on five applications from San Francisco, Calif., Miami, Fla., New Brunswick, N. J., and New York State (two stations). Five applications have been filed by universities.

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## All Aboard — N.S.B.A.

(Concluded from page 10)

tion, perhaps in Chicago. The meeting will begin as a joint session between the members of the Interim Committee which for the past year and a half has carried forward plans for the creation of the Council, and the members of the Council itself, duly selected by their respective organizations. There will be some overlapping, but a considerable number of the 21 Council members will be new, and effort must be made to give them as clear and complete a picture as possible of the thinking behind the creation of the Council, and some idea of the problems which it will face both immediately and in the future.

After this period of initiation has been accomplished, members of the Interim Committee, not members of the Council, expect to withdraw, and thereafter the Council will be entirely on its own.

The inclusion of the National School Boards Association in the Council for Accreditation marks the first time that the employing public has been given a share in determining the requirements and standards for teacher education. It offers an opportunity which the N.S.B.A. has voted to accept with a full sense of the responsibility involved. The school board representatives on the Council will be Dr. Clyde

B. Moore, professor of Education at Cornell University, president of the Ithaca, N. Y., board of education, and treasurer of the New York State School Boards Association, for a three-year term; F. H. Trotter, commissioner of Health and Education, and president of the board of education in Chattanooga, Tenn., and president of the N.S.B.A., for a two-year term; and Edward M. Tuttle, executive secretary, N.S.B.A., for a one-year term.

### Let's Keep the Record Straight

Recently one of the organizations which is constantly seeking to undermine the public school system by pretending to be friendly to it came out with the statement that the National School Boards Association is a division of and controlled by the National Education Association, against which this particular organization conducts a continuous campaign of slander. It was stated that whereas in the past school board members had been free men and women, now they are "under the yoke" of the directors of the NEA.

*The statement is false.* As everyone knows who has followed the development of the National School Boards Association, it is and always has been completely independent, having no affiliation with any other organization or agency. Its headquarters are separately maintained in Chicago, Ill., and it is supported solely by

pro rata contributions from its federated members—the state school boards associations.

On the other hand, the definite policy of the N.S.B.A. is to be fully co-operative with any and all organizations which are earnestly and honestly striving for the improvement of public education in America. This includes the National Education Association with its numerous professional divisions of administrators, principals, classroom teachers, leaders in teacher education, and others. It includes such other independent professional and lay groups as the National Congress of Parents and Teachers, the National Citizens Commission for the Public Schools, the National Council of Chief State School Officers (also falsely accused of being an NEA subsidiary), the General Federation of Women's Clubs, the Co-operative Program in Educational Administration (Kellogg Project), and a whole host of agencies which are more and more learning to work together in behalf of our public schools.

This growing co-operative movement is one of the things which the disguised enemies of public education are desperately striving to disrupt by the "big lie" technique. Let us remember that "the false can never grow into truth by growing in power." Let us seek steadfastly to know the real truth and *to be constructive* in our efforts. In short, let's keep the record straight!

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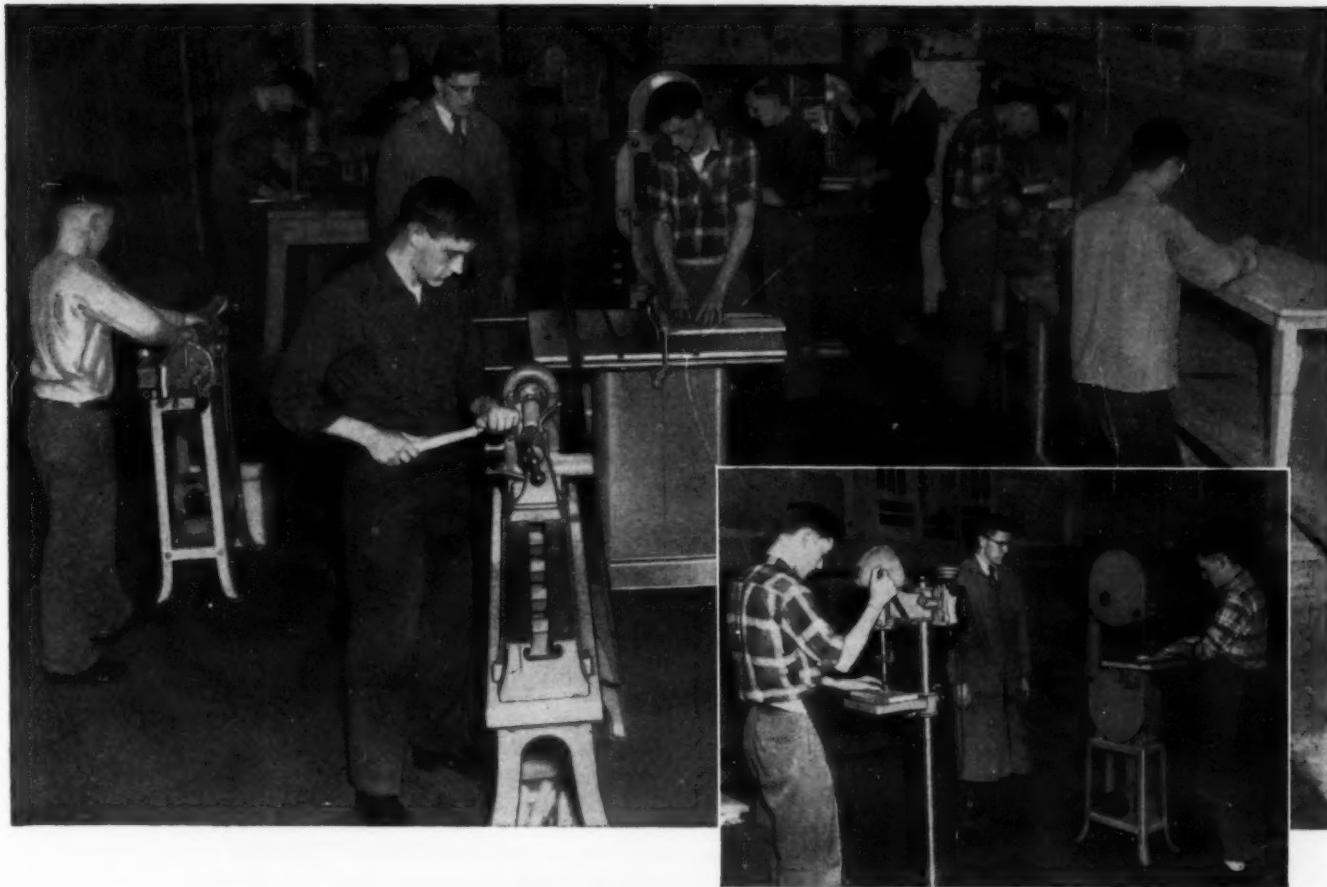
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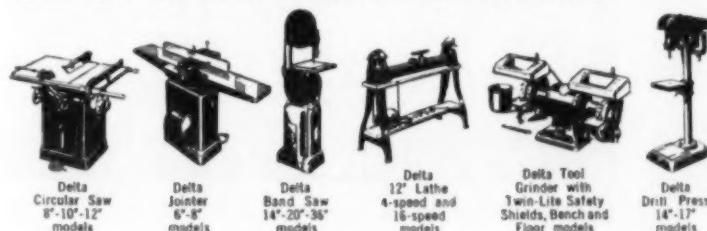
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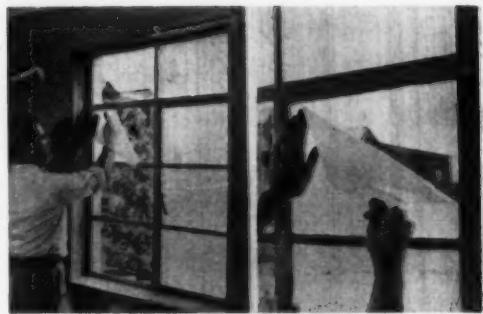
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ton, Tex. The new Griggs design provides a lift-lid table with easy operating, the hinge and top support afford easy opening of the top and prevents the top from slamming down while being closed. The one-piece top is 18 by 24 in. hinged along

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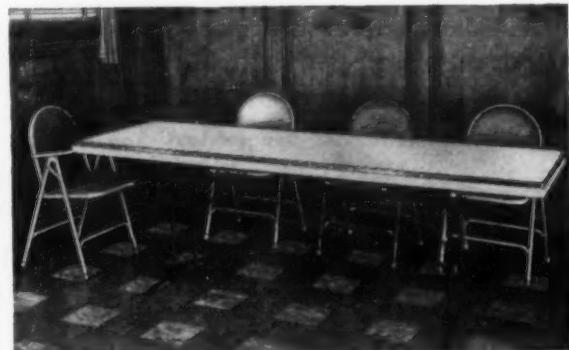
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developed applications of IBM's time and program signaling control.

For information write to *International Business Machines Corporation, Section S.B.J., 590 Madison Avenue, New York, N. Y.*

(For Convenience, Circle Index Code 0132)

### Recording Projector Eliminates Most Over-All Distortion

The Ampro Model "477" Magnetic Optical Recording projector has been designed to meet exacting requirements for the high fidelity sound that is obtainable from a magnetic sound tract on 16-mm. film. The performance of this projector



REMOTE CONTROL

provides sound quality on 16-mm. film available formerly only from the highest grade professional 35-mm. optical sound equipment. Extremely low over-all distortion is maintained by careful amplifier design and electrically efficient record-playback head design.

For further information write to *Ampro Corporation, Section S.B.J., 2839-51 N. Western Avenue, Chicago, Ill.*

(For Convenience, Circle Index Code 0133)

### Oxygen Supplier Devised For Athletes' Use

A few quick whiffs of oxygen from the newly developed "Vitalator," a portable instrument designed by Mine Safety Appliances Company, helps athletes in all sports regain their strength more quickly



PORTABLE VITALATOR

after physical exertion. The company says breathing oxygen helps the heart and respiratory system return to normal 30 per cent faster than when ordinary air is inhaled. Mounted on a metal frame the Vitalator can be carried as easily as a water bucket.

For information write to *Mine Safety Appliances Company, Section S.B.J., Bradock, Thomas & Meade Streets, Pittsburgh 8, Pa.*

(For Convenience, Circle Index Code 0134)

### Portable Humidifying Unit Made Available

A portable electrical humidifying unit that controls humidity, the Halsey Taylor Air-O-Dryer, has just been announced. Its many features include a special evaporator, rubber mountings, three-bladed noiseless fan, quiet  $\frac{1}{8}$  h.p. motor-compressor and single switch control.

A new booklet giving particulars may be obtained from the *Halsey W. Taylor Company, Section S.B.J., Warren, Ohio.*

(For Convenience, Circle Index Code 0135)

### Large-Screen Theater Projection of Slides Possible

Projecting pictures of a size and brilliancy comparable to large-screen theater projection, a universal high-intensity arc slide projector, which accommodates 2 x 2-



HIGH INTENSITY PROJECTOR

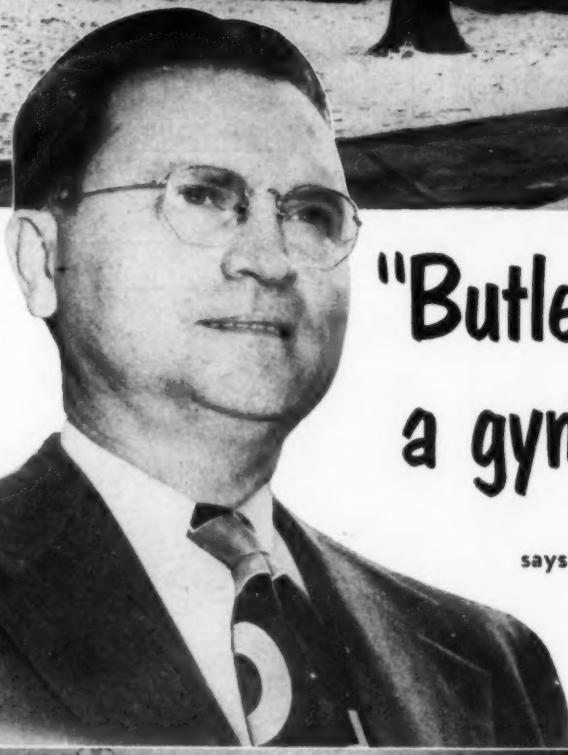
in.,  $3\frac{1}{4}$  x 4-in., and 4 x 5-in. slides, has just been developed by the Strong Electric Corporation, Toledo. This new projector is suited for school and college auditoriums and classrooms, where there is difficulty in darkening the room. A 50 C.F.M. capacity blower cools the slide so effectively that even dense slides may be projected for an hour or more without damage.

An illustrated brochure and prices will be sent free to anyone addressing *The Strong Electric Corporation, Section S.B.J., 46 City Park Ave., Toledo 2, Ohio.*

(For Convenience, Circle Index Code 0136)

### Combination Boiler-Burner Heating Units Announced

A complete new line of boiler-burner units is jointly announced by Kewanee-Ross Corporation of Kewanee, Ill., and Iron Fireman Manufacturing Company of



## "Butler Buildings provided us with a gymnasium... for less money"

says **LEONARD O. HEWITT**  
Superintendent of Schools  
Manito, Illinois



**LARGE, UNOBSTRUCTED PLAYING AREA**  
for basketball court in the Manito, Illinois, gymnasium is provided by Butler construction. Note raised stage in rear.

"**T**HE people of our community had looked forward to getting a new gymnasium for a number of years, but masonry construction always seemed to cost more than the money which we could provide. We were able to build a modern, attractive and functional gymnasium with a Butler Steel Building for a great deal less money."

In this modern school building, plenty of room for gymnasium, stage, home economics room, large lunch room and dining kitchen is assured through the use of combination bowstring truss and rigid frame construction.

Do you need a school gymnasium, additional classrooms or auxiliary buildings? Butler Buildings (with steel or aluminum covering) can meet your school building needs *and* solve your school budget problems. Get all the facts about these low-cost, permanent, fire-safe buildings, and build today with Butler Buildings. See your Butler dealer, or mail coupon now.

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Send name of my nearest Butler dealer.

Send information about Butler Steel Buildings for use as \_\_\_\_\_

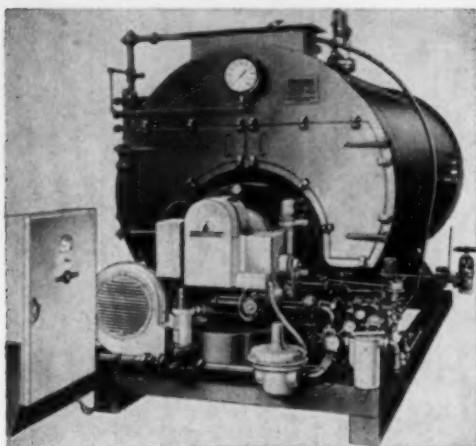
Name \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_

Cleveland, Ohio. These completely integrated, compact units are the product of the combined combustion engineering skill and manufacturing experience of two of the well-known companies in the heating



COMBUSTION UNIT

and power equipment industry. Each unit consists of an Iron Fireman packaged burner complete with all controls and a Kewanee Scotch boiler, completely assembled with its accessory equipment for oil, or oil and gas, or gas firing. The many features and performance characteristics of the Iron Fireman combustion equipment and those of the Kewanee Scotch boiler

are now available as completely integrated, carefully engineered combination units.

For further information write to *Kewanee-Ross Corporation, Section S.B.J., Kewanee, Ill.*

(For Convenience, Circle Index Code 0137)

### Square, Recessed Downlights Feature Design Departure

Square recessed downlights which are a new departure in design, appearance, and ease of installation have just been announced. The design of the unit features clean, modern lines. When installed, the entire unit recesses into the ceiling, except for the one-piece, die-cast, hinged frame. Concealed hinges and latch give the frame a smooth, modern appearance. Its slightly rounded contours "flow" into the ceiling line. Internal baffles prevent light leakage around the frame. Exterior finish is hot-bond, synthetic white enamel.

For complete description and specifications on the square Permafllector Downlight, write *Pittsburgh Reflector Company, 418 Oliver Building, Section S.B.J., Pittsburgh 22, Pa., for Data Sheet DL-300.*

(For Convenience, Circle Index Code 0138)



### Lightweight Dictating Transcribing Machine

A compact, lightweight dictating transcribing machine which can be carried with ease under the arm or in a brief case, and yet stand heavy-duty office use, has just been perfected. Lighter by approximately 25 per cent than any other dictating machine, the 11-lb., book shaped VP Edison Voicewriter has been thinned down to less

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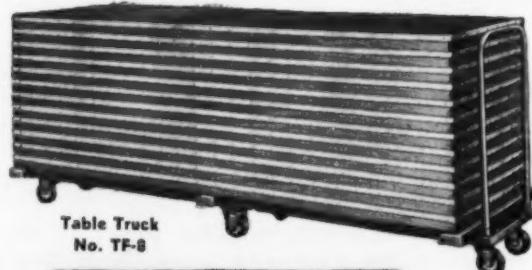


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than 2½ in., and uses Vinylite "diamond disks" which have a capacity of 30 minutes of dictation which the instrument plays back for the stenographer with full natural clarity.

For further information write to *Thomas A. Edison, Inc., Lakeside Ave., West Orange, N. J.*

(For Convenience, Circle Index Code 0139)

### Soda, Sundae Service Added to Tableware Line

A 12-oz. soda and 6½-oz. sundae service have been added to the Libbey Glass institutional Durapress tableware line. The sundae and soda items are companion pieces for Durapress sherbet dishes and



DISHES ADDED TO LINE

nounced earlier this year. These heavy-base, easy-to-clean pressed items are built to take rough handling.

Samples of Durapress sundaes and sodas are available from any Libbey Glass branch sales office or from *Libbey Glass, Section S.B.J., Toledo, Ohio.*

(For Convenience, Circle Index Code 0140)

### Descriptive Material

► Problems and suggested methods for the economical maintenance of steel and wood sash are outlined in "Trouble Free Sash Maintenance," an illustrated bulletin available from the *Tremco Manufacturing Company, Section S.B.J., 8701 Kinsman Rd., Cleveland 4, Ohio.*

(For Convenience, Circle Index Code 0141)

► "Planning the School Library," a new booklet containing actual plans and pictures of libraries of all types all over the country, can be secured by writing to *Remington Rand, Inc., Section S.B.J., 315 Fourth Ave., New York 10, N. Y.*

(For Convenience, Circle Index Code 0142)

## Check List of Advertisers, New Supplies, and Equipment

To facilitate use of this index, a code number identifies the advertisements and new supplies and equipment carried in this issue. The page reference is also included. In requesting further details, subscribers may write direct to the individual companies or may use the coupon when requesting information from a number of firms.

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### THE AMERICAN SCHOOL BOARD JOURNAL 400 North Broadway, Milwaukee 1, Wis.

November, 1952

Please send information offered in the advertisements we have encircled.

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